DOCUMENT RESUME

ED 220 786 CG 016 384

TITLE A Two-Phase Impact Study of In-School Alternatives to Suspension. Second Year Report, Volume II: Case Studies.

INSTITUTION J W K International Corp., Annandale, Va.

SPONS AGENCY National Inst. of Education (ED), Washington, DC.

PUB DATE 1 Oct 80

CONTRACT 78-C-1192; SB-4-4-8(a)

NOTE 131p.; For related documents, see CG 016 032-33, CG 016 385, and ED 187 002. Appendix is of marginal legibility.

EDRS PRICE MF01/PC06 Plus Postage.

DESCRIPTORS Case Studies; *Discipline Policy; Educational Innovation; *Nontraditional Education; *Program Effectiveness; Racial Factors; *School Counseling; Secondary Education; Secondary School Students; Student Problems; Student School Relationship; *Suspension

IDENTIFIERS *Impact Studies; *In School Suspension

ABSTRACT

A growing concern among parents and educators about the increasing incidence of school suspensions led to an exploratory study of the impact of in-school alternatives to out-of-school suspension. This volume from the second year report presents case study data and analyses from the six school districts comprising the project sample. For each case study, an introduction, a review of the discipline policy at the school district level, a program description, the procedure used to refer students to the program, site observations, and a summary are provided. The data analyses focus on such topics as the philosophical commitment of the principal and program staff, attitudes toward due process, characteristics and qualifications of the program staff, coordination of resources, preservice/inservice training efforts, and the integration of the alternative program into the regular instructional program. Sample assignments for average and remedial students placed on in-school suspension in one district are appended. (HLM)

Reproductions supplied by EDRS are the best that can be made from the original document.

ED220786

A TWO-PHASE IMPACT STUDY
OF
IN-SCHOOL ALTERNATIVES
TO
SUSPENSION

SECOND YEAR REPORT
VOLUME II

CASE STUDIES

October 1, 1980

Contract No. 400-78-0067
SB-4-4-8(a) 78-C-1192

Submitted to:

Department of Education
National Institute of Education
Washington, D. C. 20208

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Submitted by:

JWK INTERNATIONAL CORPORATION
7617 Little River Turnpike, Suite 800
Annandale, Virginia 22003
703/750-0500

CG 016384

TABLE OF CONTENTS

Page

CASE STUDY A

I. INTRODUCTION A-1
II. DISCIPLINE AT THE DISTRICT LEVEL A-3
III. THE PROGRAM A-6
IV. REFERRAL TO THE PROGRAM A-12
V. SITE OBSERVATIONS A-24
VI. SUMMARY A-31

CASE STUDY B

I. INTRODUCTION B-1
II. DISCIPLINE AT THE DISTRICT LEVEL B-2
III. THE S.T.O.P. PROGRAM B-3
IV. SUMMARY B-21

CASE STUDY C

I. INTRODUCTION C-1
II. DISCIPLINE AT THE DISTRICT LEVEL C-2
III. THE PROGRAM C-3
IV. REFERRAL TO THE PROGRAM C-5
V. SITE OBSERVATIONS C-17
VI. SUMMARY C-25

CASE STUDY D, E, F

I. INTRODUCTION D-1
II. DISCIPLINE POLICIES D-1
III. THE PROGRAM D-3
IV. REFERRAL TO THE IN-SCHOOL SUSPENSION PROGRAM D-10
V. DISTRICT E D-19
VI. DISTRICT F D-25
VII. SUMMARY D-29

TABLES

PAGE

CASE STUDY A

TABLE 1 GRADE-LEVEL BY SAMPLE GROUP A-14
TABLE 2 SEX BY SAMPLE GROUP A-14
TABLE 3 SAMPLE GROUP BY GRADE RETENTION A-15
TABLE 4 SAMPLE GROUP BY ENROLLMENT DATE A-15
TABLE 5 SAMPLE GROUP BY GRADES A-16
TABLE 6 SAMPLE GROUP BY CONDUCT MARKS A-16
TABLE 7 CHI-SQUARE VALUES FOR ELEMENTARY SITE A-17
TABLE 8 GRADE LEVEL BY SAMPLE GROUP A-19
TABLE 9 SEX BY SAMPLE GROUP A-20
TABLE 10 SAMPLE GROUP BY GRADE RETENTION A-20
TABLE 11 SAMPLE GROUP BY GRADES A-21
TABLE 12 CHI-SQUARE VALUES FOR MIDDLE SCHOOL SITE A-21

CASE STUDY B

TABLE 1 GRADE LEVEL BY SAMPLE GROUP B-12
TABLE 2 SEX BY SAMPLE GROUP B-13
TABLE 3 SAMPLE GROUP BY GRADES B-13
TABLE 4 CHI-SQUARE VALUES FOR HIGH SCHOOL SITE B-14

CASE STUDY C

TABLE 1 GRADE LEVEL BY SAMPLE GROUP C-8
TABLE 2 SEX BY SAMPLE GROUP C-8
TABLE 3 RACE BY SAMPLE GROUP C-9
TABLE 4 SAMPLE GROUP BY GRADE RETENTION C-9
TABLE 5 SAMPLE GROUP BY GRADES C-10
TABLE 6 CHI-SQUARE FOR HIGH SCHOOL SITE C-11
TABLE 7 GRADE LEVEL BY SAMPLE GROUP C-13
TABLE 8 SEX BY SAMPLE GROUP C-14
TABLE 9 ROLE BY SAMPLE GROUP C-14
TABLE 10 SAMPLE GROUP BY GRADF RETENTION C-15
TABLE 11 SAMPLE GROUP BY GRADES C-15
TABLE 12 CHI-SQUARE VALUES FOR JUNIOR HIGH SCHOOL SITE C-16

CASE STUDY D, E, F

TABLE 1 DISTRICT D: HIGH SCHOOL IN-SCHOOL SUSPENSION FIGURES 1972-73 TO 1979-1980 . . . . D-7
TABLE 2 GRADE LEVEL BY SAMPLE GROUP D-15
TABLE 3 SEX BY SAMPLE GROUP D-16
TABLE 4 SAMPLE GROUP BY GRADES D-16
TABLE 5 CHI-SQUARE VALUES FOR HIGH SCHOOL SITE D-17
TABLE 6 DISTRICT E, I.S.S. STATISTICS D-21
TABLE 7 ISR STATISTICS D-28

DISTRICT A

I. INTRODUCTION

Setting

School District A is located in the southern part of the United States and serves an urban area. The district boundaries are contiguous with the city and county boundaries, and the district serves a total student population as of October 1, 1979 of approximately 87,000. Of this population, eighty-four percent are minority students and sixteen percent are nonminority students. The city also has an extensive parochial and private school system that serves approximately thirty percent of the student population in the city or approximately 39,000 students. The private and parochial systems consist of sixty-five percent nonminority students and thirty-five percent minority students. The dominant minority group is Black.

There are 128 public schools in the city organized into five districts. Four districts are based on geographical boundaries within the city, and the fifth district includes most city-wide alternative schools and programs associated with institutions. The organization of the schools is generally in a K-6 elementary, 7-9 junior high, and 10-12 senior high pattern. However, some district areas have begun using a middle school organization, and there are some K-5 elementary, 6-9 middle schools, and 9-12 high schools in the city. Administratively, School District A is headed by a five member School Board elected at large from the city. Two of the five members are minority representatives. By 1981, the Board must provide the state legislature with two plans for enlarging itself, one of which is to be implemented in 1982. At that time the six-year staggerad terms will become four-year concurrent terms coinciding with other city elections.

The administrative staff of School District A includes the Superintendent, a Deputy Superintendent, six assistant superintendents responsible for various service areas, and five district superintendents. The school district is in the process of selecting a new superintendent for the 1980-1981 school year. There are three administrative offices located throughout the city in addition to the district area offices.

The instructional staff which includes principals and assistant principals totaled approximately 4,400 members in 1979-80. Thirty percent of the instructional staff was nonminority and seventy percent was minority. The teachers' organization is an AFL-CIO affiliate and has been the exclusive bargaining agent for teachers since 1974. The district experienced a strike by the teachers in 1978.

A variety of programs are offered through the schools of School District A. Most of the elementary schools offer a traditional self-contained educational program, and all elementary schools offer a full-day kindergarten. Additionally, the district has open classrooms, open-space schools, Montessori classes, a fundamental school and a free school at the elementary level. At the intermediate level, the district offers education in a middle school setting which is more child-centered and in a junior high school setting which follows the high school plan of subject-oriented scheduling. Two schools offer programs for talented students which are accelerated and/or tailored to individual needs. One of these schools is a junior high school and one is a magnet school for grades 7-12. At the senior high level, various alternatives such as advanced placement courses, cooperative education, internship programs, and creative arts programs are offered at individual sites. The district also offers eight alternative high schools with programs that are designed for fundamental education, college-preparatory students, interdisciplinary education, vocational education, and individualized, community-based education. Other schools and resource classes in the district offer special education, bilingual services, adolescent pregnancy services, job training for drop-outs, and programs designed to provide alternatives for students with disciplinary problems. The district does support a summer school on a fee basis and adult and continuing education programs that provide basic skills, high school equivalency diplomas, community education, and practical nursing skills.

School District A had a budget of approximately 130 million dollars for the 1979-80 school year. State equalization and special support funds provided approximately 52 percent of the monetary support, local funds accounted for over 46 percent, and federal funds were approximately 1.5 percent of the total budget. Local funding is generated through a local property tax and a local sales tax. After state mandated reassessment of property in 1978, the sales tax now provides over half of the local funds.

II. DISCIPLINE AT THE DISTRICT LEVEL

Discipline Code

The discipline policy and due process procedures for the district were developed during the 1972-73 school year by a task force composed of parents, students, community representatives, teachers, and principals and adopted by the District School board in 1973. The procedures were amended in 1975 by contract agreement with the teacher union. All new students, teachers, and administrators receive a copy of the policy and procedures at the beginning of the school year.

The district policy emphasizes the use of school and community resources to assist students in correcting behavior and developing self-discipline. It forbids the use of corporal punishment in the schools, a form of disciplinary action allowed under the state educational code. This district is the only district in the state to ban the use of corporal punishment. The policy requires school personnel to take alternative courses of action such as class or group reassignment, referral to counselor and/or social workers, referral to available educational alternatives, and referral to appropriate community agencies before denial of school attendance may be considered. Each school is also required to "establish an Advisory Committee consisting of the principal, teacher(s) elected by the faculty of the school, parent(s), counselor or social worker, student(s), community representative(s), and any other professional personnel from the school as the need arises to discuss disciplinary problems and trends and to make recommendations in these areas". Meetings of this committee are supposed to be held at least four times during the school year and at other times per the request of the Principal or any two members of the committee.

Denial of school attendance is categorized by short-term suspension (three days or less), long-term suspension (more than three days but not to exceed the school year), and expulsion (limited, to terminate at the beginning of the next school year, and unlimited, beyond the next school year to permanent denial of attendance).

The district discipline policy specifies infractions which shall require suspension or expulsion and infractions which may result in suspension or expulsion. Regulations specify notification, hearing, and readmittance procedures to be followed for all suspensions and expulsions, and the forms required for those procedures. Within the Division of Instruction and Child Advocacy, the District Hearing Commission is chaired by the District Superintendent responsible for city-wide alternative high schools. The hearing process begins with the Hearing officer and may proceed to the Superintendent, the School Board, and the judicial system.

Discipline Programs

After the adoption of the District discipline policy and regulations for suspensions and expulsions in 1973, School District A made a concerted effort to provide educational alternatives for students whose behavior needed modifying. As a result of this effort and School Board priority, and the passage of a state law in 1978 establishing discipline as a major state priority, School District A, at the present time, supports seven program alternatives to prevent or treat disciplinary problems. Six of the seven programs will be described briefly. The remaining program was the focus of the site visit to School District A and will be discussed in depth.

Attainment Schools

The attainment schools, known locally as Grasp schools, opened in 1974 for fifty students. They were originally established to serve students whose behavior was such that a regular school program was inappropriate. The original student population was drawn from those students who had been suspended from school and were in junior or senior high school. "The goal of the Grasp Schools is to prepare the student to return as soon as possible to a regular school." To reach this goal, the schools provide basic education, new experiences, and counseling and referral services to students. Younger students can be promoted through this program, and older students can earn credits toward graduation. The program has been expanded to four schools and serves over-age sixth graders and other students who may not have been suspended, but whose behavior is such that they are having significant discipline problems. Attainment schools are full-time programs and are funded locally with support services of counselors, social workers, and psychologists provided by Title XX funds. The schools serve approximately 135 students in grades 6-8 and 220 students in grades 9-12 and are located in the four districts of the city. Signed contracts are required between the schools, the student, and the parent. A student contract includes specific goals for the student such as a date for return to the regular school, a date for grade promotion, and an achievement level or score to be reached in academic areas. Parents contract to attend an orientation, participate in family workshops, and meet with school personnel on a regular basis.

Youth Study Centers

There are twenty-eight Youth Study Centers in District A that serve youths awaiting trial. These study centers are a joint effort of the school district and the law enforcement agencies in the city. The school district provides the master teachers and instructional personnel, and the law enforcement agencies provide support services such as counseling. These centers serve youths mostly in grades 7-9.

Truancy Centers

Truancy centers are another joint effort of law enforcement agencies and School District A. In this program, law enforcement officials seek and deliver truant students to the two centers where school social workers will counsel the students and their parents, negotiate contracts with both parties to secure attendance, and provide tutoring services if needed. The truant student usually remains in the center for one day but may return for the services offered on an as needed basis.

Volunteer Alternatives to Smoking and Alcohol Use

The VASAU program is funded by Title XX and seeks to modify the behavior of students involved in excessive alcohol and drug use that may threaten their completion of high school. The program operates from 11:00 A.M. to 9:30 P.M. five days a week, and the students may stay in their home school and participate in the program after school, or they may spend up to nine weeks at the program site. Counseling and tutoring services are provided to students who are self-referred or referred by the schools, courts, and community agencies.

Adolescent Service Centers

There are three Adolescent Service Centers operating year round to serve adolescents in grades 6-8 whose behavior problems are serious but have not resulted in suspension and whose problems seem to be able to be ameliorated by an intensive intervention effort of a semester or less in time. The program is preventive in philosophy, and students are referred by schools and community agencies. Adolescent Service Centers are staffed by a psychologist, social worker, master teacher, two aides, and a contracted psychiatrist. Each of the centers serves approximately 100 students per year. Funding is provided by Title XX.

Under a law passed by the state legislature, School District A received authorization and seed money to pilot programs focusing on attendance and discipline. As a result of this act, schools receive a target percentage for improvement in attendance and a monetary reward ranging from one hundred to four hundred dollars if the target is reached. Another effort using parent volunteers to contact parents of absent students was begun using a city housing project as the target area. Five centers serving thirteen participating schools have been opened on Saturdays to serve as alternatives to short-term suspension. These centers combine the practice of work details and tutoring service to assist students who might have been suspended from school for three days or less.

Student Action Centers

The final effort established with special state funds supports centers at two schools, one a middle school and one a high school, to serve students who have cut classes or left the school campus during the day and could be classified as truant. This effort follows the pattern of the Truancy Centers located off-campus and is supported by the Criminal Justice Coordinating Council of the city and Title XX.

III. THE PROGRAM

Selection Criteria

The program chosen for intensive study in School District A was the Intervention Room program. Criteria developed for case study site selection required (1) stability of program effort, (2) site location on-campus, (3) integration of program into regular school procedures and instructional efforts, (4) a specific strategy for intervention based on the typology of in-school alternatives to suspension presented at the Conference on InSchool Alternatives to Suspension sponsored by the National Institute of Education in 1978, and (5) a unique or innovative aspect to the program. Intervention Rooms in School District A have been in existence since 1974. They are located in six schools in the district, two elementary schools and four middle schools, and they provide a supportive alternative to the regular disciplinary procedures and instructional efforts of the schools. They incorporate concepts and procedures used in Time-Out Room programs and Positive Alternatives to Student Suspension (PASS) programs developed in Pinellas County, Florida. Finally, the Intervention Rooms are supported by Title XX funding, a source not commonly used by local educational agencies in the nation.

Data Sources for the Case Study

Two visits were made to School District A to collect data for the case study, a preselection visit and two postselection visits of four and five days respectively. Indepth interviews and follow-ups were conducted with ten members of the professional staff, and observations were made at two building sites. Nineteen students in the program were interviewed, and survey responses were obtained from twenty-five teachers, seven parents, and two hundred students. Records of two hundred students were reviewed and analyzed. Publications of the District and the League of Women Voters added valuable statistical and program information.

Goals and Objectives of the Program

The Intervention Room Program began in eight schools in August of 1974 and continued in eight elementary, middle, and junior high schools through 1976. It remains in six schools eligible for Title XX funding at the present time. The goal of the program is to reduce student suspensions which may lead to expulsions or drop-outs before the completion of high school. To accomplish this goal, the objectives of the program are to:

(1) separate the disruptive student from the classroom environment;

(2) provide a "cooling off" period for the student to reduce the probability of suspension;

(3) emphasize prevention of disruptive incidents through an identification process and concentration of program effort;

(4) experiment with different learning approaches and observe student reaction to behavioral change efforts;

(5) provide information to teachers and families on intervention methods that are successful in influencing desirable changes in behavior.

Incorporated into the Intervention Room Program are concepts and procedures used in Time-Out Room programs and the Positive Alternatives to Student Suspension (PASS) program. These concepts and procedures include:

(1) use of a "facilitative listener" to help students forecast consequence, explore alternatives, make decisions, and develop specific plans that will lead to more productive behavior in the regular classroom;

(2) use of professionals to provide individual and group consultation sessions to assist school faculties in the development of effective classroom management techniques;

(3) provision of assistance to parent(s) in developing communication and problem-solving skills to enhance family relationships;

(4) establishment of Time-Out Rooms;

(5) provision of individual counseling services to students with personal and interpersonal problems.

To assure effectiveness and success of the Intervention Room Program, philosophical and administrative support of the Principal was identified as a crucial element. Thus, School District A required that the Principal request the program before site implementation could occur.

Program Staffing

Each of the Intervention Rooms in the participating schools is staffed by a Facilitator. The requirements for the Facilitator position as taken from the position vacancy notice include:

(1) a Master's degree, preferred but not required;

(2) a minimum of three years of successful teaching experience;

(3) ability to relate to teachers, aggressive students and parents;

(4) experience in individual and group motivation;

(5) philosophic commitment to development of self-discipline in students.

The duties of the Facilitator are:

(1) to assist individual students referred for a limited period to an intervention room for disruptive behavior;

(2) to provide regular group counseling sessions for students identified by principal and teachers as troublesome;

(3) to help teachers improve class management skills as related to individual needs;

(4) to coordinate efforts with and refer cases as needed to the Department of School Social Work;

(5) to help parents of disturbing youngsters acquire communication and attitudinal skills that will improve relationships in the home;

(6) to keep records as required.

External consultants are available to lend professional assistance to Facilitators and faculties of the participating schools. The duties of the consultants are to:

(1) assist in providing activities that will develop strategies for positive interaction;

(2) assist in the training and in-service for the Intervention Room Facilitators;

(3) support the activities of the Intervention Room staff;

(4) provide consultation services to the Facilitators;

(5) provide assistance to the Facilitators in the development of skills to be used in the program;

(6) upon request, provide consultant services for teachers to resolve classroom conflicts.

Other Support Staffing

The Intervention Room Program cooperates closely with the guidance counselors and/or school social workers in the participating schools. Students or families who need assistance beyond the scope of the program are referred to the Guidance and Social Work Services Departments in the schools and District. These departments also process referrals to other community agencies apart from the schools. The neighborhood surrounding the observed program sites has a settlement house that provides day care, recreational, mental health, family counseling, senior citizen, delinquency, bilingual, adult education, summer camp, and volunteer services under a single roof. School personnel are knowledgeable about these services and have frequent contact with the agency personnel delivering them. Program staff and administrators are well-informed about all discipline alternative programs operating within School District A. Utilization of other alternative programs is viewed as a valuable support tool for individual students with needs appropriate to other available alternatives. The needs of the student and family are emphasized in the Intervention Room Program, and administrative and program effort to identify and marshal resources to meet needs is encouraged.

District Level Support

The Intervention Room Program is supported at the District level by a Coordinator of Title XX programs and a Supervisor of Intervention Room and Adolescent Service Center programs. These positions are part of the Division of Instruction and Child Advocacy headed by an Assistant Superintendent. Other services within this division include Medical and Health, Psychological Testing, School Social Work, Special Education, and the Hearing Commission for Student Discipline. Placement of the Intervention Room program within the Division of Instruction and Child Advocacy increases the communication and coordination of efforts to improve discipline since all of these efforts are located within the Division. Curriculum services are also a part of the Division. Thus, modification of the regular instructional program to improve the disciplinary climate may be implemented more effectively because of the management configuration of the District.

There are other services and programs in District A that support or affect the Intervention Room program. These programs and services are coordinated through the Principal of each building. For instance, the ESAA program in District A serves all untenured teachers (those with less than three successful years of teaching experience) in an effort to increase cultural understanding and translate that understanding into effective teaching and classroom management strategies. If an untenured teacher is having difficulty in classroom management, the Principal can use the ESAA program services to assist that teacher in improving the discipline climate of the classroom.

Coordination and communication of Federal program efforts and child advocacy efforts at the district level do not always occur. A proposal to begin an "Intervention Room" type program with ESAA funding for 1980-1981 was not developed cooperatively with the Division of Instruction and Child Advocacy, and training and implementation plans seemed not to reflect the expertise of the District in this type of program. There are also other building level efforts in District A that have been initiated by Principals that are locally funded and called Intervention Rooms. These efforts seem more akin to inschool suspension centers and do not subscribe to the philosophy of the formal Intervention Room program. No exact accounting of these informal building level programs was available in the Division of Instruction and Child Advocacy, and the use of the same name may cause confusion in dissemination and information-sharing efforts in the District.

Physical Space

The Intervention Room program requires a specific room assignment. The room must be able to serve at least fifteen students and the Facilitator comfortably at any one time. When the Principal of a building requests the program, space availability is an understood prerequisite.

Program Funding

One of the unique aspects of the Intervention Room Program in School District A is the support of the program with Title XX funds. Title XX, which provides Grants to States for Services, was enacted as an amendment to the Social Security Act in 1975. Appropriations were authorized "for the purpose of encouraging each State, as far as practicable under the conditions in that State, to furnish services directed at the goal(s) of:

(1) achieving or maintaining economic self-support to prevent, reduce, or eliminate dependency;

(2) achieving or maintaining self-sufficiency, including reduction or prevention of dependency;

(3) preventing or remedying neglect, abuse, or exploitation of children and adults unable to protect their own interests, or preserving, rehabilitating, or reuniting families;

(4) preventing or reducing inappropriate institutional care by providing for community-based care, home-based care, or other forms of less intensive care, or

(5) securing referral or admission for institutional care when other forms of care are not appropriate, or providing services to individuals in institutions."

Under Title XX, HEW was authorized to reimburse State expenditures for amounts equal to 90 percent of the total for family planning services and 75 percent of the total for the goals listed previously. Regulations governing the delivery of services with Title XX funds specify that States develop a total plan that includes needs assessment, definitions of eligible recipients according to income guidelines, types of services and descriptions of service providers, public input and review procedures, planning and evaluation processes, personnel training and retraining procedures, and limitations or exceptions to services provided.

The Intervention Room Program was initiated in 1974 with state educational funds. In 1976, School District A applied to the state Department of Health and Human Resources to obtain funding under the educational component of the Title XX act. The proposal developed five service areas for support, of which the Intervention Room program was one service. Under the provisions of Title XX, the school board of District A was required to provide a twenty-five percent match for the proposed funding. The funding was granted and continues to the present time although reapplication is necessary each year. The level of funding has remained the same even though costs of programs have risen due to labor contract negotiations. The School Board has proven commitment to the programs supported by Title XX funds by continuing matching funds and absorption of increased costs of personnel. Title XX funding is viewed as a stable source by District A subject only to national funding levels which might affect state allocations. School District A has been invited to participate in national meetings and conferences because of its participation in Title XX services and programming. This state and city seem to have achieved a beneficial coordination of educational services with other human resource services supported by federal funds.

IV. REFERRAL TO THE PROGRAM

Reasons for Placement

The Intervention Room program guidelines state that a student may be referred for services for the following reasons:

(1) The child is having difficulty in school;

(2) The child is disrupting the class to a marked degree and has not responded to the teacher's attempts to modify his behavior;

(3) The child's capacity to function in class is seriously impaired by some apparently acute personal crisis and the teacher is unable to reach the child;

(4) The child is engaged in a physical assault;

(5) The child has a negative attitude toward school and school work;

(6) The child habitually leaves the classroom and wanders about the halls or building or leaves the school building - all without permission.

Within these guidelines, individual facilitators may develop other screening criteria and forms which meet the needs of the students and staff in individual buildings.

Referral Process

Referrals to the Intervention Room are made by the classroom teacher through the Principal under the program guidelines. In order to refer a child, the teacher must send the child through the Principal with a request for placement in the Intervention Room and with information identifying the student and describing the disruptive behavior. When the child is to be returned to the classroom, the Principal is so informed and the child is then returned to the classroom. The Intervention Facilitator is responsible for reporting any observations or findings that might help avoid recurrences of disruptive incidents to the appropriate school personnel. Within these parameters, program staff and Principals may design and implement procedures specific to the needs of the individual building.

Length of Placement

Program guidelines require that no student is to remain in the Intervention Room for more than three consecutive days. No limit is placed on the number of times a child is referred to the program, but no more than fifteen students may be in the Intervention Room during any one period of the school day. There seems to be little variation in length of placement guidelines from building to building.

Pupil Characteristics

Data on students at the schools visited in District A were collected through interviews and a review of records of three types of students.

- Those assigned to the Intervention Room at least once during the 1978-79 school year.

- Those suspended out-of-school at least once during the 1978-79 school year.

- Students neither assigned to the Intervention Room nor suspended during 1978-79.

Generalizations drawn from the data recorded and reported in the following tables and discussion are dependent upon the degree to which the sampling was properly performed by the District staff member gathering the data. Certain anomalies in this process have been identified and adjustments have been made to minimize the effect on the data.

Elementary Site

Data collection instructions required three types of students. Since fewer students were suspended in this school than the required number for the set of suspended students, the contingency tables were smoothed by percentaging to minimize the effect of unequal sample sizes. While the values are inflated in this technique, the proportional relationship between the variables remains the same.

Missing data from the site pertained to rates for repeated suspension and homogeneous grouping of students. Incomplete data were available on personal contacts with parents and due process procedures. The quality of conduct and grade point average data was only fair. Population mobility may have been a factor as 20 percent of the students sampled were not enrolled at the beginning of the year.

Findings from the three student sample groups are reported in tables. The variables reported are:

- Grade Level
- Sex
- Grade Retention
- Student Mobility
- Grade Point Average (GPA)
- Conduct

Race was eliminated as a variable at this site. The student population is 97 percent minority and only one nonminority student record appeared in the total sample.

TABLE I

GRADE LEVEL BY SAMPLE GROUP

	GRADE IN 1978-79							
	K	1	2	3	4	5	6	Total
Students Assigned to Intervention Room	5	8	14	5	2	12	0	46
Students Suspended Out-Of-School	2	1	3	0	3	5	1	15
Students Neither Suspended nor Assigned to Intervention Room	0	1	6	2	10	5	0	24

Table 1 shows the grade level distribution for those students included in the three sample sets. Records for sixth grade students were not generally available as they had been transferred to other middle and junior high schools. Data on students assigned to the Intervention Room reflect both the emphasis on prevention and the effort at crisis intervention.

TABLE 2

SEX BY SAMPLE GROUP

	MALE	FEMALE	TOTAL
Students Assigned to Intervention Room	28	18	46
Students Suspended Out-Of-School	9	7	16
Students Neither Suspended nor Assigned to Intervention Room	15	10	25

Table 2 indicates that male students are only slightly more likely to be assigned to the Intervention Room than female students, a difference of no practical significance.

TABLE 3

SAMPLE GROUP BY GRADE RETENTION

	Assigned to Intervention Room	Suspended Out-Of-School	Neither Suspended nor Assigned to Intervention Room
Repeated a Grade	13	9	5
Promoted in Sequence	33	6	20
Total	46	15	25

In Table 3, data indicate that students who have been suspended out-of-school are much more likely to have repeated a grade at some time during their academic career. District policy allows students to be retained once during the kindergarten through third grade years and once during the fourth through sixth grade years.

TABLE 4

SAMPLE GROUP BY ENROLLMENT DATE

	Assigned to Intervention Room	Suspended Out-Of-School	Neither Suspended Nor Assigned to Intervention Room
Enrolled at Beginning of 1978-79 School Year	33	14	21
Entered During 1978-79 School Year	11	2	4
Total	44	16	25

Table 4 indicates that students assigned to the Intervention Room are slightly more likely to have entered school as a new student during the year.

TABLE 5

SAMPLE GROUP BY GRADES

	Assigned to Intervention Room	Suspended Out-Of-School	Neither Suspended Nor Assigned to Intervention Room
Unsatisfactory	71	6	19
Satisfactory	58	27	34
Good	21	17	20
Excellent	1	6	13
Total	151	56	86

There were four marking periods during the school year at the elementary school. Assuming that all students remained in school all year, data should have shown a student X grade matrix of 184, 64 or 100 cells depending upon sample group (46 students x 4 marking periods, 16 x 4 or 25 x 4). The cell value given in Table 5 represents the actual number of cells in which data were found.

The contrast in academic abilities among the groups is apparent from Table 5 with the greatest difference between those students assigned to the Intervention Room and the other two samples. Students are grouped homogeneously in this school for reading during the first and second grades, for reading and language arts during the third grade and for all subjects in grades four through six. Data on grouping were not recorded in the student records, so it is impossible to determine the effect of the grouping on student grades.

TABLE 6

SAMPLE GROUP BY CONDUCT MARKS

	Assigned to Intervention Room	Suspended Out-Of-School	Neither Suspended Nor Assigned to Intervention Room
U	75	18	19
S-	25	7	9
S	54	30	43
S+	16	6	24
Total	170	61	85

Conduct marks, displayed in Table 6, show less contrast than do student grades, and the assigned students and suspended students are more similar in conduct rating than they were in grade point average.

TABLE 7

CHI-SQUARE VALUES FOR ELEMENTARY SITE

TABLE	χ	df	λ y	λ x	T y	T x
GRADE LEVEL BY SAMPLE GROUP	81.312	12	-	-	.0481	.1387
SEX BY SAMPLE GROUP	.389	2	-	-	.0013	.0007
SAMPLE GROUP BY GRADE RETENTION	38.612	2	-	-	.1291	.0647
SAMPLE GROUP BY ENROLLMENT DATE	5.965	2	-	-	.0199	.0100
SAMPLE GROUP BY GRADES	157.152	6	-	-	.5078	.5594
SAMPLE GROUP BY CONDUCT MARKS	26.753	6	-	-	.0330	.0454

The chi square (X^2) test for independent samples was used to analyze by sample group for grade level, sex, grade retention, enrollment date, conduct marks and grade point average. Alpha (∂) was set at .05 for rejection of the null hypotheses of independent measures. All of the reported X^2 values in Table 4 are high providing evidence of independence between samples and a dependent relationship between the two variables. To obtain a more meaningful statistic on the strength of association between the samples, asymmetric lambdas (λ) and taus (T) were computed. Both are proportional-reduction-in error (PRE) measures which indicate the reduction in error in predicting one variable from the other. Values of λ and T range from 0 to 1 with 0 indicating total independence and 1 implying total dependence of two variables in a contingency table. As a general rule, the greater the variation in both the dependent and independent variable, the greater the numerical value of association. Tau is used when there is wide variation within the contingency table because it is less sensitive to variation.

As can be seen from Table 7, all the preceeding tables show dependence between the two tabled variables. However, the magnitude of the dependence is low except in the instance of Sample Group by Grades. Knowledge of one variable in the table does not significantly reduce error in predicting values for the other variable. For example, knowledge of student group membership (i.e., assigned to Intervention Room, suspended out-of-school, neither assigned nor suspended) results in a three percent reduction in error in predicting conduct marks. Conversely, knowledge of student conduct marks results in a 4.5 percent reduction in predictive error for group membership. However, knowledge of student grade averages significantly reduces the predictive error.

Student attendance did vary among the three groups. The range of absenteeism was from 0-90 days in the group of students assigned to the Intervention Room with a mean of 6.7295 days, 0-22 days in the group of students suspended out-of-school with a mean of 5.2815 days and 0-30 days in the group of students neither suspended nor assigned with a mean of 4.5700 days. Ranges and means of tardiness showed a somewhat different pattern. The number of tardies accumulated by assigned students ranged from 0-90 with a mean of 2.4535 times, for students suspended out-of-school the range was 0-5 times with a mean of .8835 and for students neither assigned nor suspended a range of 0-50 times with a mean of 2.8640 times existed.

No information was available on the rate of repeated suspensions. Because this District has many alternative programs for students with disciplinary problems, records of suspended students are often missing due to voluntary transfers and central office information requirements. Data on rates for repeated assignments show that 11 percent of the sample group had been assigned two times, no information was available on students assigned three times and two percent of the sample students had notations of additional assignments. Since specific information on the duration of the assignment and reasons for assignment are transmitted yearly to the central office, it may be likely that students are rarely assigned more than twice in a school year or that transfer to another alternative program is likely to occur after two assignments to the Intervention Room.

Evidence of due process procedures was available in all of the records sample for suspended students and in 43 of the 46 records sampled for assigned students. The evidence for assigned students was most often a telephone contact while suspended students must often had some kind of written record, but not necessarily a verbatim transcript, which showed the final decision in the case and the reasons upon which the decision was based. Again, because of central office information requirements, formal, signed statements indicating an understanding of grievance rights and due process are sent at the end of each year to the central office and were not available at the elementary site.

Statistics on the reasons for suspension indicate that 13 percent of the sample group had been suspended for fighting with other students (physical conflict), six percent for other reasons not covered by the fifteen coding categories and two percent for fighting with teachers (physical conflict).

Reasons given for assignment to the Intervention Room were fighting with other students for 18 percent of the sample group, other for 16 percent and classroom misbehavior problems (e.g., talking out of turn, cursing, cheating, etc.) for ten percent. Descriptive survey responses from teachers show that teachers perceive violence, misbehavior in class and disrespect for others as the most serious discipline problems at this school. Too few parents responded to the survey to allow a meaningful analysis of the perceptions. Because of the age and reading levels of the students in this school, no written responses were gathered on student perceptions of serious discipline problems.

Finally, an analysis of teacher responses to a multiple adjective checklist used to describe an average or assigned student indicates that average students are viewed as "able, aggressive and loud," while assigned students are viewed as "aggressive", disruptive, maladjusted and rebellious." Interviews with assigned students detected no differences in how they viewed themselves and other students or how they felt they were viewed by other students.

Middle School Site

Data collection procedures resulted in a set of students assigned to the Intervention Room $(N \leq 47)$, a set of students suspended out-of-school $(N \leq 23)$ and a set of students neither suspended nor assigned to the Intervention Room $(N \leq 25)$. Very few eighth grade records were available for sampling as they had been transferred to the appropriate high schools in most instances. Missing data from this site pertained to homogeneous grouping, conduct marks and evidence of due process procedures. Ninety-nine percent of the sampled students were enrolled at the beginning of the year, thus transiency was not a factor affecting student record data.

Findings from the three student sample groups at this site are reported in tables. The variables reported are:

- Grade Level
- Sex
- Grade Retention
- Grade Point Average (GPA)

Race was also eliminated as a variable at this site. The student population of the school is 97 percent minority and only two nonminority student records appeared in the total sample of 95 records.

TABLE 8
GRADE LEVEL BY SAMPLE GROUP

Grade in 1978-79

	6	7	8	Total
Students Assigned to Intervention Room	3	41	2	46
Students Suspended Out-of-School	3	16	2	21
Students Neither Suspended nor Assigned to Intervention Room	0	25	0	25

Table 8 shows the grade level distribution for those students included in the three sample sets. Records for eighth grade students were generally unavailable as they had been transferred to high schools.

TABLE 9
SEX BY SAMPLE GROUP

	MALE	FEMALE	TOTAL
Students Assigned to Intervention Room	30	17	47
Students Suspended Out-of-School	13	9	22
Students Neither Suspended nor Assigned to Intervention Room	10	15	25

Table 9 indicates that male students are more likely to be assigned to the Intervention Room and/or suspended out-of-school than female students.

TABLE 10
SAMPLE GROUP BY GRADE RETENTION

	Assigned to Intervention Room	Suspended Out-of-School	Neither Suspended nor Assigned to Intervention Room
Repeated a Grade	5	11	4
Promoted in Sequence	41	10	21
Total	46	21	25

In Table 10, data indicate that students who have been suspended out-of-school are much more likely to have repeated a grade at some time during their academic career. All of the students who had been retained were repeating a grade during the 1978-79 school year, and for 15 percent of these students, it was the second time a grade had been repeated.

TABLE 11
SAMPLE GROUP BY GRADES

	Assigned to Intervention Room	Suspended Out-of-School	Neither Suspended nor Assigned to Intervention Room
0 - 1.0	82	45	16
1.0 - 2.0	52	16	18
2.0 - 3.0	46	21	40
3.0 - 4.0	7	9	23
Total	187	91	97

Grades were reported four times during the year at this site, and the GPA was computed by translating letter grades A through F to a four point scale. A student X grade matrix of 188, 92 or 100 cells depending uon the sample group (47 students x 4 marking periods, 23 x 4 or 25 x 4) would be expected if all students remained in school all year. The cell value given in Table 11 represents the actual number of cells in which data were found.

The contrast in academic abilities between those students assigned to the Intervention Room and suspended out-of-school and those students neither suspended nor assigned is apparent from Table 11.

TABLE 12
CHI - SQUARE VALUES FOR MIDDLE SCHOOL SITE

Table	X^2	df	λy	λx	τy	τx
Grade Level By Sample Group	27.412	4	—	—	.0681	.0461
Sex By Sample Group	8.634	2	—	—	.0347	.0135
Sample Group By Grade Retention	48.406	2	—	—	.2025	.1275
Sample Group By Grades	50.704	8	—	--	.0535	.0866

While all X^2 statistics are again significant at the .05 level at this site, the strength of association can only be considered low. Only knowledge of grade retention provides a moderate reduction of 20 percent in the prediction of group membership.

Student attendance varied most between assigned and suspended students and students neither suspended nor assigned. Little variation was noted between assigned and suspended students. The range of absenteeism was from 0-29 days with a mean of 5.219 days in the group of students assigned to the Intervention Room, 0-24 days with a mean of 5.598 days in the group of students suspended out-of-school and 0-45 days with a mean of 3.850 days for students neither suspended nor assigned. Ranges and means of tardiness exhibited a different pattern. The number of tardies accumulated by assigned students ranged from 0-62 times with a mean of 3.473 times, for students suspended out-of-school the range was 0-12 times with a mean of 1.902 times and for students neither suspended nor assigned a range of 0-12 times with a mean of 1.172 times existed.

Data on repeated suspensions show that 17 percent of the sample group had been suspended two times, 3 percent had been suspended three times and 4 percent had been suspended more than three times. Rates for repeated assignments to the Intervention Room were considerably higher. Fifty-one percent of the sample group had been assigned two times, 38 percent had been assigned three times and 43 percent had been assigned more than three times. Fighting with other students was the major reason for suspension for 24 percent of the sample students, skipping class resulted in suspension for 9 percent and 5 percent of the students were suspended for classroom misbehavior problems. Thirty-six percent of the students assigned to the Intervention Room were assigned for fighting with other students, 9 percent for classroom misbehavior problems, 8 percent for other reasons not covered by the fifteen coding categories and 7 percent for fighting with teachers. Perceptions of teachers and students at the middle school were unanimous in citing violence as the most serious discipline problem. Students also cited class cutting and drugs as serious problems while teachers perceived disrespect for others as a major problem. A concerted school-wide effort to reduce class cutting and chronic tardiness probably affected the data on reasons for suspension which show the anomaly of attendance infractions resulting in harsher punishment (suspension) than physical assaults on teachers (assignment).

Data on evidence of due process procedures were missing at this site. However, evidence of personal contact with parents did show that the parents of all assigned students had been contacted by letter or telephone, and the parents of all suspended students had been contacted by letter. None of the parents of students neither suspended nor assigned had been contacted by letter or telephone.

An analysis of teacher and student responses to a multiple adjective checklist used to describe an average or assigned student at the middle school indicates that teachers and sixth, seventh and eighth grade students agree that the average student is "able". Two of the three student groups also described the average student as "loud, neat, proud, intelligent and agreeable." Teachers most often described the assigned student as "aggressive, disruptive and maladjusted," while at least two of the three student groups used "able, loud, and neat" to describe assigned students. Interviews with assigned students substantiated the lack of any stigma attached to Intervention Room assignment.

V. SITE OBSERVATIONS

School #1

School #1 is an elementary school containing kindergarten through sixth grade with a student population totaling approximately eleven hundred. It is the second largest elementary school in School District A. The student population is approximately 97 percent minority (Black) and 3 percent nonminority. The attendance area served by this school contains the largest public housing project in the city. Ninety percent of the students in the school live in the housing project. The faculty is 85 percent minority and 15 percent nonminority. Title I mathematics and reading centers and special education services are provided in School #1. A school social worker is assigned to the building, and the settlement house/community center provides services in the building. The school is one of the newer facilities in the District and was designed and built to accommodate the open-space concept in educational service delivery. Instruction is organized around large learning areas called petals. There are few walls and doors, and moveable room dividers are used to define spaces for various educational pursuits. Team teaching is used in the petals as an instructional strategy, but it has received mixed reviews from the staff.

Discipline Procedures

The administrative team of School #1 consists of the Principal and Assistant Principal. An administrative consultant is also available to assist the Principal as a liaison to teachers in academic areas. Discipline is managed through a team approach whereby the administrator available at the time of referral meets with the student. Informal consultation and review of disciplinary actions between the Principal and Assistant Principal is on-going. There is a specific code of conduct for the school, and the Principal does have flexibility in applying District discipline policies. For instance, district policy states that a student will be considered tardy at 8:40 A.M., while the policy at School #1 states that tardiness occurs at 9:05 A.M. District policy also allows detention as a punishment until 5:00 P.M., while School #1 allows detention until only 4:00 P.M. These policies were revised because of parental concern and fear for the safety of children in the housing project. The attendance code for District A states that if absences exceed forty days per year, the student will not be promoted, but the Principal has the discretion to disregard this policy with the approval of the Area Superintendent. By state law, at least one/half day workshop on disciplinary procedures, concerns, and techniques must be held with the faculty during the school year.

To refer a child to the office, the teacher is required to fill out a District referral form and to have counseled with the child, contacted the parent(s) in person or writing, and conferred with the parents. Upon referral, the administrator may choose to do the following:

(1) refer the child to the Intervention Room;

(2) refer the child for testing, evaluation, or other supportive social services;

(3) confer with the child;

(4) confer with the parent(s);

(5) assign detention;

(6) assign a short-term suspension, three days or less;

(7) assign a long-term suspension, after three previous short-term suspensions;

(8) recommend expulsion, after three previous long-term suspensions.

The type of offense, the degree of severity of the offense, and the prior history of the student dictate the action of the disciplinarian.

District record-keeping and due process procedures and forms are required for options two, six, seven and eight. Information on the number of students suspended, the number of suspensions, the number of days suspended, the number of students suspended twice and the number suspended three or more times, and the number of students expelled is collected and aggregated by the District Supervisor of Child Welfare and Attendance. Twenty-one reasons for suspension and expulsion are also listed on the reporting form. All cases are reviewed and evaluated by District social workers, and six categories of primary causes are reported to the state in addition to the number of cases. Teacher discipline referral forms are filed by individual teachers, and the Principal does notify the teacher informally if excessive referrals are made and plans formal techniques to assist the teacher through the teacher evaluation process. A teacher advocate is available to work with untenured teachers, and district help is available to marginally rated teachers. The most common offense in School #1 was classroom disruption. Incidents most commonly reported as disruptions were failure to follow directions, excessive movement in class, and intimidation of classmates.

The Intervention Room

In School #1, the Intervention Room is located in one of the few rooms with walls and a door which may be closed. The room is well-lighted, attractively decorated, and well-equipped with motivational materials in various media. The Facilitator is a certified counselor who has been with the program for four years and had previous teaching experience.

Children are referred to the Intervention Room by the Principal, Assistant Principal, and individual teachers. The Principal has given the Facilitator authority to intervene directly with students at the teacher's request. At the beginning of the school year, all teachers and classes are invited to the Intervention Room to meet the Facilitator, participate in group activity, and browse among the materials. Teachers are given a hand-out that highlights behaviors of different classroom personalities and are asked to identify children who could profit from counseling. Children who are referred may be counseled individually or grouped with others for small group sessions. Children who are assigned by an administrator to the Intervention Room as an alternative to suspension spend no more than three days in the room, and may be assigned no more than two times during a semester. Children who are on in-house suspension have a counseling period at the beginning and at the end of each day. The rest of the day is spent on school work assignments. The children eat with their classmates and the emphasis of the program is nonpunitive.

A variety of counseling techniques are used by the Facilitator including behavior contracts, values clarification, reality therapy, and activities that build self-esteem. In one of the small group sessions observed, the Facilitator used a mirror for students to look at themselves. As they looked, they were instructed to say what they liked about themselves. These comments became the focus of a discussion on self-worth and self-control. The session ended with each student making a positive statement about the other students in the group. A behavior contract appropriate to elementary students requires a plan for activity, a consequence of the activity, and a time schedule for completion of the activity. The contract is signed by the student, the teacher, and a witness.

The Facilitator projects a serene, calm environment through the use of soft classical music, a low voice tone, and a low-key manner since the children in their home environment in the housing project and in the open-space environment of the classroom are so accustomed to noise. Many of the materials used seem to be geared to the younger child, but because the Facilitator feels that children in housing projects are often forced to mature more rapidly than usual, the materials are appreciated by older children as well as by younger ones. Children are allowed to self-refer with the permission of the teacher, and the Facilitator works closely with the School Social Worker to help solve family and school problems. Parent counseling groups are conducted by the Facilitator upon request from parents. Low utilization of this service has led to plans for scheduled parent effectiveness training in the coming year. Consideration is also being given to the establishment of a "room mother" program for the school to increase parental involvement. The Facilitator works with teachers on an informal basis to develop discipline techniques for specific children and/or class groups. Sponsorship of a Student Council in School #1 is another activity developed by the Facilitator.

The Facilitator records a service plan for each student served that identifies the child, the reason for referral, the length of time service is to be rendered, the type of service given, the result of the service, and the date the case is closed. A notice to the teacher when the child is returned to class records the time of return, the conditions of return, and comments by the Facilitator. A weekly schedule reflecting time scheduled for groups, individuals, and time available for conferences is posted by the Facilitator. Additionally, a monthly summary report of children seen with the number of contact units and a quarterly report that provides an unduplicated count of students, client identification and address, and the type of contact unit is required by the District Supervisor of Intervention Rooms. A meeting is held each Friday with the Principal to review the activities and caseload of the week. Parent and student evaluation forms are used with clients when the case is closed or at the end of the year, whichever comes first. A form granting permission for service and acknowledging District due process procedures must be signed by the parent if the student is under thirteen years of age. For all non-crisis referrals, permission is obtained prior to service. In a crisis situation, service is rendered while parental contact is made and permission secured. All crisis referrals have top priority for service, but the emphasis on prevention through the life of the program has reduced the frequency of crisis referral.

Everyone interviewed at School #1 perceived the Intervention Room as needed, successful, and invaluable. All cited the open-space concept as a factor that exacerbated discipline problems for students who come primarily from public housing projects and single-parent welfare homes where overcrowding, crime, and fear are daily problems. All of the students interviewed stated that the Facilitator "made me feel good; showed me how to do things; listened to me; makes school a better place." All of the students when asked how they would make the school better stated they would like "doors and walls for my class; a quiet school; people to care more for each other; and more special people like 'the Facilitator'." While there seems to be no lack of cultural/ethnic understanding in School #1, a clash of values based on economic class (middle class versus welfare dependents) was cited as a factor in the discipline climate of the school. All of the students interviewed cited "not getting along with teachers" as a major problem for them, and they indicated the Facilitator "could help a lot of kids who don't get to see her." None of the program or professional staff indicated that too limited service was a problem. All of the professional staff voiced the need for more parental education and involvement in the school. Activities dealing with "parent effectiveness training," room mothering, career awareness, and positive attitudinal training for staff and families are under consideration for next year.

School #2

School #2 is a middle school with grades six through eight. The student population totals approximately 800 and is 97 percent minority (Black) and three percent nonminority. The faculty of the school is approximately 60 percent minority and forty percent nonminority. School #2 is located in the same District area as School #1, but it serves a much wider attendance area. Approximately one/half of the students come from the low-cost housing projects in the area. The median educational level of the parents in

School #2 is 8.5 years, thus students in the school are beginning to surpass parents in educational achievement even though students in the school are generally one to two years below grade level in reading. There are six special education classes in the school, and almost fifteen percent of the students are involved in some type of special education program. The school is one of the oldest facilities in the city and was constructed in 1846. The present Principal was brought into the school four years ago to correct a deteriorating climate. Reorganization occurred at that time around the middle school concept of educating the "whole child" rather than what had been the academic, subject-matter organization of a traditional junior high school. Teachers of various disciplines from one grade level are organized into an instructional team for five to six classes. The teams plan curricula, budget, and scheduling together, confer with parents, and combine basic courses and electives into interdisciplinary units. The faculty has become very stable since the reorganization.

Discipline Procedures

The administrative team of School #2 consists of the Principal and Assistant Principal. The Assistant Principal is primarily responsible for the discipline referrals by teachers to the office. When the teachers refer a student, a form is used that requires the name of the student, the team assignment, and a mandatory explanation of the offense if other than tardiness or unprepared for class. Disciplinary actions available are:

(1) detention;

(2) after-school work detail;

(3) parental conference;

(4) referral to Intervention Room;

(5) short-term out-of-school suspension, three days or less;

(6) long-term out-of-school suspension, three days or less; (after three short-term suspensions);

(7) referral to another District discipline program;

(8) recommendation for expulsion (after three long-term suspensions);

Class cutting at this school results in an automatic three-day, out-of-school suspension. Readmittance after out-of-school suspension requires a parental conference with administrators, teachers, and the Intervention Room Facilitator. After two out-of-school suspensions, the Principal assumes responsibility for the student with subsequent problems. School #2 has services available through 1.5 school social workers, two guidance counselors, and a teacher responsible for all parental involvement activities. Additionally, the school has installed a school-wide, good attendance motivation program with a trophy reward for students, and a parent-teacher program to improve homework.

The Intervention Room

A large classroom off the main hallway and near the Principal's office is the site of the Intervention Room in School #2. The room is well-equipped with various kinds of audio-visual materials, and the Facilitator provides teachers with annotated bibliographies of the materials available in the room. The Facilitator is a certified counselor with previous teaching experience in junior high and high schools. This is the fourth year of service in this school by the Facilitator.

By agreement with the Principal, most children in the Intervention Room in School #2 are referred directly by teachers. A form designed by the Facilitator for this process in School #2 is used by teachers and provides student identification, teacher identification, reason(s) for the referral, prior teacher actions, and authorization for the student to be in the Intervention Room. Administrative and self-referrals with teacher permission are also accepted by the Facilitator. The child usually remains for one period in the Intervention Room. No use of the Intervention Room as an in-school suspension center is permitted in this school. The Facilitator is an active participant in parental conferences for suspended students, and if the child is initially referred to the Intervention Room, the Facilitator may recommend the type of disciplinary action that should be administered by the disciplinarian. The Facilitator works closely with the counselors, school social workers, and administrators to seek other support services and agency referrals as they are needed.

A variety of counseling techniques, especially those based on transactional analysis and Adlerian principles, are used by the Facilitator. Activities observed focused on role-playing situations where positive "I" statements based on the principles of transactional analysis were used to find solutions to problems. Self-control and self-worth, using Adlerian theories, are developed through small group discussions and decision-making activities. The emphasis of the program in School #2 is on prevention and crisis management. The Principal and teachers identify potential discipline referrals, and counseling groups are formed at the beginning and throughout the school year. An average of twelve groups are scheduled weekly. Because of the academic problems exhibited by many students referred for disciplinary reasons, this Facilitator proposed a special project to develop "peer counseling" groups using features of the national PUSH program. The project was funded, and two "peer pusher" groups were formed and trained this year to deliver tutoring services to students through other students. Student Council sponsorship is an extra activity of the Facilitator. A unique feature of the program in this school is the use of the Intervention Room as a staff "time-out" room. Informal drop-ins, observations, and "rap sessions" are encouraged by the Facilitator and Principal.

Records kept by the Facilitator include individual student folders with specific Intervention Plans, file cards of referrals and contact units, monthly summaries and quarterly reports required by the District Supervisor of the program, and permission and due process sheets signed by the parent(s) or students if the student is over age thirteen. School disciplinary statistics and forms are collected and reported by administrators to the District Supervisor of Child Welfare and Attendance and the Division of Child Advocacy and Instruction. Little feedback or reporting of trend data seems to occur at the individual school level, although the statistics are reported to the state and federal government and are used in District level planning. As the computerizing of student information in District A progresses, better information will be available for use by Administrators and teachers.

All of those interviewed perceived the Intervention Room program as necessary, highly effective and indispensable. Students and teachers alike contrasted the climate of the school from three and four years ago to the present. All said "the school was much better now -- stricter, cleaner, and calmer." Students liked "having a person available to help you with your problems." One student said, "you get to play games, but to solve the game you have to solve your problems." The professional staff cited the change of behavior as indicated by disciplinary referrals. Four years ago, gross insubordination, theft, and physical assualts were the most common offenses, while this year chronic tardiness and class cutting were the most common offenses resulting in suspension. All of the professional staff agreed that out-of-school suspension "does not help kids," and some felt that the Intervention Room should always be the first referral for students with discipline problems. The Facilitator was identified as the key factor in the success of the program and was seen as skilled in counseling and behavior management, patient, firm, and low-key. Some of those interviewed were concerned that disciplinary consequences depended upon which administrator assigned the punishment. Differences in administrative style resulted in punitive actions such as detention and suspension for some students versus therapeutic or treatment actions for others who had committed the same infraction.

VI. SUMMARY

School District A has had an Intervention Room program in operation for six years. What was initially a pilot effort begun with special state funds has been continued in six schools with Title XX funds. The program as observed in two sites is deemed successful by students, staff, and administrators. Key elements to the success and effectiveness of the program as identified by those interviewed have also been identified in the literature of discipline by such authors as M. Hayes Mizell and Junious Williams.

Philosophical commitment of principal and program staff

In the sites studied, the Principals and Facilitators believed that suspension was a reaction to symptoms that had no effect on the causes of inappropriate behavior. They viewed the program as a chance to change behavior of students and staff and were convinced that counseling techniques as opposed to punitive actions could reduce suspensions and improve the climate of the schools.

Characteristics and qualifications of the program staff

The Facilitators at both sites were trained counselors with extensive teaching experience at the age and grade level of the student population served. They were selected not only because of their credentials, but also because of such humanistic characteristics as ability to relate to others, patience, respect for individuals, firmness in conviction, a caring nature, and a calm demeanor. No one interviewed felt that previous experience in the particular school was a crucial factor.

Coordination of resources

The availability of other support services and personnel such as social workers and counselors, and the accessibility of other alternative programs within the District and through community agencies were cited as important factors in an effective program. The commitment of School District A to seek causes and remedies based on cause requires cooperation and coordination of school and community resources. During a time of financial instability for schools, the ability of this district to attract nontraditional funding sources has contributed to the success and tenure of new and alternative programs that are usually the first to be cut during a financial squeeze.

Respect for due process

While most schools have a due process procedure for students and parents, the commitment to informing and educating clients about the process varies widely. In School District A, all participants in the Intervention Room program must give written consent for service and acknowledge their right to due process. It may be argued that a signature is not informed consent, but it is also a signal that due process procedures are a concern of the school and that a program is not to be used to circumvent such procedures.

Child advocacy commitment

In both sites observed, the program staff were personally involved with students and their concerns. Contact with students did not end with a class period or even a school day. The staff was involved as mediators with teachers, parents, students, and other agencies and as sympathetic listeners during evenings and weekends. At one site, the Principal and Facilitator represented a student when a residential change considered inappropriate by the student and school was proposed by another governmental agency. The Division of Child Advocacy and Instruction within District A supports the efforts of schools and personnel who consider advocacy to be a proper role and function of education.

Interviewees did cite elements of the program that need strengthening. These elements correspond to areas suggested in the educational literature on disciplinary monitoring and evaluation. The stated goal of the program is to reduce suspensions. One site observed did document a reduction in suspensions over a three-year period from 200 to 13, but the other site could not document a reduction. Overall while the Intervention Room program is judged as successful, a program available in only six of a total of 128 schools can have little effect on District rates of suspension. In 1978-79, nearly eleven percent of the student population in School District A was suspended at least once during the year. The District seems not to have disseminated the positive results of the Intervention Room program in a systematic effort to expand commitment and effort to reduce suspensions. Individual schools and administrators may attempt to initiate a program called Intervention Room, but consultation, training, and coordination that utilize the expertise of the program studied are absent. Control of new efforts seems lacking on a district basis, and guidelines and procedures developed and tested are not applied if the funding source is different. Data collected and reported on discipline in the District and on specific disciplinary alternatives and programs do not seem to be coordinated for planning and implementation purposes. Cost effectiveness could be determined by per pupil data, program data, type of intervention data, and contact time data to assist in district decision-making.

While School District A recognizes the partnership of home and schools as a crucial factor in discipline and education in general, guidelines and procedures to encourage and expand parental involvement and education about discipline have not been standardized and implemented within and among programs, schools, local district areas, and the District as a whole. Some efforts have been implemented and are successful; other pilot efforts are being initiated; but coordination and dissemination seem to be lacking at the district level.

At the specific level of the Intervention Room program, a continuing in-service effort seems not to have been well-developed. While there is some sharing of staff information and problems, such issues as "burn-out", new research in discipline, and new program needs have not been addressed through a plan that might provide consultation service, conference participation, and other program visitations and observations.

School District A has established discipline as a priority and has researched, piloted, developed and implemented disciplinary programs. These efforts, especially those observed in the Intervention Room program, have produced a sound basis for the District as they plan to reduce suspensions and improve the disciplinary climate and the public perception of that climate in the schools. The lasting effects of such efforts and programs may be difficult to measure, but the staff of the sites observed have seen positive changes in behavior and feel certain they have touched individual lives in a beneficial way.

DISTRICT B

7

I. INTRODUCTION

Setting

School District B is located in the middle of the country. The community it serves totals approximately 45,000 in population, is part of a larger socio-economic community of approximately 108,000, and is the seat of the county government. The economic base of the county consists of agriculture and agricultural-based industry, automobile-related industry, construction-related industry, education (a large university is nearby), and health-related services. There are three school districts in the county, and the boundaries of these districts are not contiguous with municipal boundaries. School District B has a total student population of 8,000 served by 13 elementary schools (grades kindergarten through six), three junior high schools (grades seven through nine), and one high school serving grades 10 through 12. Ninety-eight percent of the student population is nonminority, and two percent is minority, predominantly Black. Approximately forty-five percent of graduating seniors go on to some form of post-secondary education.

The county area also contains a private-parochial system that consists of five elementary schools, kindergarten through eighth grade, one high school of grades nine through twelve, and one school of grades kindergarten through twelve. There are three low-cost housing areas in the county, two of which are located in School District B. The unemployment rate for the area has been considerably below the national figures, but unemployment has risen recently to approximately 7.5 percent.

Administratively, School District B has had a long history of individual school autonomy. With the recent national trend toward accountability, district level control has been increased. Guidelines on staffing and budget are now prepared at the District level and presented to the individual schools. Schools do retain flexibility within the district guidelines. The total District budget is approximately fourteen million dollars. The administrative structure consists of the District Superintendent, two Assistant Superintendents, and Program Directors in the areas of personnel and elementary education. The District Board of School Trustees consists of seven members. Six of the seven members represent the municipal community served and are appointed by the Mayor and approved by the Council. The seventh member of the Board represents rural areas within the boundaries of School District B and is approved by the Judge of the Circuit Court. The faculty of School District B totals 450 members and is represented by an association affiliated with the National Education Association. The District did experience a teacher strike in 1975, but the faculty-administrator relationship is considered amicable at the present time.

Instructional services in School District B include comprehensive curricular offerings in such areas as Business Education, Practical Arts and Sciences, Music and Fine Arts, College Preparatory, and various industrial and business cooperative programs. At the high school level, honors courses are offered in core curricular areas and basic instruction is offered through ability grouping. District B is part of a regional effort to provide special education and vocational education services. The district has a wide variety of sports activities for students and has developed a statewide reputation for excellence in athletics. The drop-out rate for the District averages approximately ten percent.

II. DISCIPLINE AT THE DISTRICT LEVEL

Discipline Code

The discipline policy in School District B is entitled Student Rights, Responsibilities and Procedures. The policy covers ten areas: attendance, assembly, appearance, freedom of expression, privacy of school records, search and seizure, due process procedures, disciplinary procedures, students aggrieved by disciplinary action, and interpretation. The policy conforms to the state educational code and federal requirements as established through court decisions. Specific actions or punishments for specific offenses are not prescribed, but guidelines for actions that may occur are presented. The purpose of this district policy is to encourage each building to develop policies that will insure:

(1) behavior that will enable staff and students to develop the most favorable learning environment;

(2) an atmosphere of open communication; self-discipline, and clearly understood rules;

(3) consistent treatment of all students;

(4) consistent due process - fair and reasonable.

Disciplinary procedures addressed include corporal punishment, force and restraint, and temporary exclusion from regular classes, suspension, and expulsion. Corporal punishment is permitted by a state law, but the policy of the district is to limit its use. Temporary exclusion from regular classes and supension is based on state law and the authority for such is vested in the Principal. Suspension, according to the law, may be invoked for a maximum of five days per infraction. Authority to exclude a student from school is vested in the Superintendent and extends only to the termination of the current year.

A district-wide committee of parents, students, administrators, and teachers has met this past year to review and revise the district policy on Student Rights, Responsibilities and Procedures. A draft of the revised policy has been submitted to the Board of Trustees and adopted with amendments.

Changes recommended include: (1) a tightening of the use of corporal punishment; delineation of procedures to be used when administering corporal punishment that require prior notification of parent(s) or guardian; and assignment of responsibility for the administration of corporal punishment to the Principal or the designee of the Principal; (2) the addition of a section dealing with alcoholic beverages, narcotics and stimulant drugs; (3) the strengthening of the grievance system through definition of formal grievance procedures at the district level and requirements for Principals to develop a grievance system for each building and communicate it to students; and (4) the expansion of the interpretation section to include annual review and revision of the policy within set timelines.

The district policy is printed in student handbooks distributed at the school level on the first day of school. Orientation for students to the policy occurs in the homeroom at the time of distribution. No separate mailing to parents and guardians is made. Copies of the handbook are available at each school, and parent orientation meetings are held in the evening each fall to discuss individual school policies.

Discipline Programs

There has been no district-wide initiative to develop discipline programs. Individual schools develop programs to meet the needs of their students within available funding guidelines and accessibility of other funding sources. One junior high school located in the inner part of the city did have an in-school suspension alternative financed with a Comprehensive Employment Training Act grant but when the grant expired the program was discontinued. Another junior high school does use local Criminal Justice funds to provide an in-school suspension alternative. This alternative has no relationship to the program chosen for study in School District B. It was described as a "punitive program based on peer isolation."

III. THE S.T.O.P. PROGRAM

Selection Criteria

The Student Temporary Opportunity Programs (S.T.O.P.) at the high school were chosen for intensive study in School District B. Criteria developed for case study site selection required (1) stability of program effort, (2) site location on-campus, (3) integration of program into regular school procedures and instructional efforts, (4) a specific strategy for intervention based on the typology of in-school alternatives to suspension presented at the Conference on In-School Alternatives to Suspension sponsored by the National Institute of Education in 1978, and (5) a unique or innovative aspect to the program. Although S.T.O.P. implementation is limited to one building in District B, the opportunity to study an adaption of an exemplary program was considered useful for the research purposes of the project.

The initiative for S.T.O.P. began when the present Principal of the high school was one of the Assistant Principals responsible for discipline. A cadre of teachers decided that there were students who might be helped with their disciplinary problems through a one-to-one relationship with a teacher. The Teacher Advisory Program for Students (TAPS) was begun in 1976-1977. TAPS, while successful, did identify the need for a program that would provide more structured contact time and a process for follow-up. Research resulted in contact with the Florida program, Positive Alternatives to Student Suspension (PASS) developed by John Kackley.

The Positive Alternatives to Student Suspension (PASS) program has been in operation since 1972 in Pinellas County, Florida, and has been adapted or adopted by sites in 26 other states and 4 foreign countries. Sites that adopt PASS replicate the entire program; other sites may implement only parts of the model or may modify the model to meet local needs and standards and are considered adaptions. The purpose of PASS is to provide a sequence of intervention strategies designed to prevent or minimize nonproductive social behavioral acts on the part of secondary students. The following intervention strategies are included in this sequence.

(1) A Time-Out Room where students have a chance to talk about problems with a "facilitative listener." Students can refer themselves or be assigned by school personnel.

(2) A School Survival Course of twelve one-hour sessions designed for students who have experienced frequent behavioral problems. The Course offers a more structured and comprehensive method of handling problems and learning more appropriate behavior.

(3) A Home Survival Course of 12 sessions designed for students having serious difficulties at home. Students are assigned ways to explore positive alternatives for resolving problems at home. A companion course for parents of six, two-hour sessions may be scheduled. Individual parental counseling is an important adjunct of this Course.

(4) Humanistic Activities in the Regular Classroom is a twelve-week program that sets aside one hour each week for activities that encourage openness, sharing, social awareness, and personal growth.

(5) Basic Encounter for Secondary School Students is a twelve-week program of one, two-hour session per week. Student participation is voluntary but may be encouraged by school or community agency personnel or parents. Developmental group counseling and other applied behavioral science techniques are used.

(6) Basic Encounter for School Personnel is a twelve week program of a single, two-hour session per week. The sessions are designed to help teachers and administrators develop a facilitative atmosphere and promote mutual respect.

(7) Staff Development for a Humanistic School consists of one-day workshops or seminars throughout the school year for all school employees. The program is designed to develop more effective communication through positive verbal expression.

(8) Transactional Analysis for Teachers is a 16-20 hour experimental course of study usually divided into eight, two-hour sessions. Teachers learn transactional analysis techniques, apply them in school and at home, and share the outcome with other teachers.

PASS was approved by an expert review panel, the Joint Dissemination Review Panel of the Office of Education, Department of Health, Education, and Welfare, as an exemplary project, worthy of dissemination and adaption or adoption by other educational agencies. Through funds provided by the National Diffusion Network through State Facilitators, linkage between school districts and nationally funded exemplary programs has been established to help school staffs select appropriate programs and/or processes and acquire necessary materials, training, and technical assistance.

Training sessions were conducted on-site by PASS personnel and attended by the total faculty of the high school of School District B. Three half-days of additional training were provided through the State Facilitator Center for a team of administrators and teachers, and STOP began in January of 1978. S.T.O.P. is coordinated by the Guidance Department of the high school and is a part of the regular school day and instructional program. The success of S.T.O.P. has resulted in the designation of the program as an official "trainer" for the state to promote STOP and PASS as disciplinary alternatives throughout the state. Five districts have been trained in the principles of the program, and three teams of teachers are available to provide technical assistance. State Facilitator Center funds through Title IV-C of the Elementary Secondary Education Act support the training and technical assistance efforts for adapting/adopting districts.

Data Sources for the Case Study

Information gathered for the case study was collected during a pre-selection site visit of one day and two post-selection site visits of three and one-half and two and one-half days, respectively. Interviews were conducted with six administrators, five teachers, and eight students. Program Descriptive Questionnaires were collected from four parents, thirteen teachers, forty-seven tenth grade students, forty-eight eleventh grade students, and forty-six twelfth grade students. One hundred student records were reviewed and analyzed, and activities in the Stop-Off Room were observed. District publications provided additional valuable data.

Goals and Objectives of the Program

The primary goal of S.T.O.P. is to reduce out-of-school suspensions. To achieve this goal, two program components were implemented. They are the Survival course and the Stop-Off Room. Each of these components includes goals and objectives.

The Survival Course is designed for students who have experienced frequent behavioral problems at school. Goals of the Survival Course are:

(1) to help the student understand that it is possible to survive in school and to receive positive feedback from teachers and other students.

(2) to help the student understand that it is necessary for him to accept the responsibility for assuming control of his life.

Specific objectives in Survival Courses are:

(1) to help students acquire the attitudes and skills necessary to achieve productive/acceptable social behavior at school.

(2) to help reduce the number and frequency of disciplinary referrals for students participating in the program.

(3) to help the student improve his academic standing by promoting daily attendance and acceptable classroom behavior.

The Survival Course consists of regularly scheduled classes which are goal-directed and focused on student strengths and specific target behaviors. The course outline includes materials and activities for twelve sessions based on the concepts of transactional analysis, role playing, reality therapy, and values clarification. Each session is one period in length and can accommodate six to eight students.

The Stop-Off Room is designed to provide an area in the school where a student, whose behavior is such that it is detrimental to the general school atmosphere or to the learning environment of a particular class, can be referred. While students are isolated from the mainstream of the school, the emphasis of the Stop-Off Room is to return students to regular classes as quickly as possible. The goal of the Stop-Off Room is to alter behavioral patterns and to improve self-discipline. Objectives developed to achieve the goal are:

(1) to permit an on-going learning situation within a strict structure of authority wherein students will be aware of the discipline being administered;

(2) to keep the student abreast of his class activities through cooperation between the STOP supervisor and the student's instructors;

(3) to help the student understand the rationale for school authority;

(4) to reinforce positive study habits by structural supervision and instruction;

(5) to improve student achievement;

(6) to reduce drop-outs by making an effort to see that the student does not fall behind in school work;

(7) to reduce behavior problems;

(8) to insure more student success.

The Stop-Off Room is an adaptation of the Time Out Room from the PASS program and serves as an in-school suspension center.

An Alternative Curriculum was designed and implemented for the student who is unable to continue in school for disciplinary reasons. Through a special program using State University High School Correspondence Courses, the student is provided the opportunity to continue an education. Assistance in the special program is provided by a S.T.O.P. teacher. The major goal of the Alternative Curriculum is to provide the student with the opportunity to exhibit an interest in continuing educational endeavors. Objectives designed to meet the goal are:

(1) to help the student understand that there are staff members interested in helping one achieve educational goals;

(2) to permit the student to continue to work toward high school graduation.

Program Staffing

Staffing arrangements for S.T.O.P. were designed by teachers who had participated in the Teacher Advisory Program for Students (TAPS). These teachers received PASS training through the NDN (National Diffusion Network) adaption process. The Stop-Off Room is staffed with six teachers, one for each period of the day. Assignment to S.T.O.P. is considered as one of the five teaching assignments that constitute a full-time teaching schedule. The teachers come from different disciplines and are able to provide academic tutoring in all curricular areas. Additionally, with six different teachers, the student has more choice in finding someone with whom a closer relationship can be developed.

A full-time teacher aide, a part of the staffing pattern for the Stop-Off Room, provides coordination and continuity to the program. Improved faculty acceptance of the program seems to have resulted from the staffing pattern as each department is represented in the program, and a member of the department is available to discuss discipline problems and solutions with their peers. The six Stop-Off Room teachers also provide academic assistance to students in the Alternative Curriculum component of the program based on their schedule in the Stop-Off Room.

Survival sessions are staffed by teachers who have been trained in the survival techniques of the PASS program. The course offered in the Survival sessions is scheduled as part of the regular instructional day for groups of six to eight students during their study hall time. A pool of approximately ten teachers has been trained and is available to provide staffing for the Survival sessions. There are no specific job descriptions, and the only prerequisite for participation is the completion of training in program strategies and concepts. The selection process assumes that those who have volunteered to participate in training are those who are interested in relating to students and thus would be most successful in working with students in the program. No additional compensation for Survival teachers is offered.

Other Support Staffing

A major supportive role to the S.T.O.P. effort and the discipline climate of the school is provided by the Teacher Advisory Program for Students (TAPS). TAPS is designed as a positive approach to discipline. It is a one-on-one type of program in which a teacher who has volunteered is paired with a student who seeks entry into the program to receive help with three types of relationships: with self, with school, and with others. The program also provides an opportunity for a student to relate in a non-threatening situation with a teacher. The major goal of TAPS is to retain the student in school. Objectives designed to meet this goal are:

(1) to provide the student with a facilitative listener who can help the student explore positive alternatives to his problems in school, at home, and in the community;

(2) to help the student develop a feeling of belonging and to develop a sharing of mutual concerns;

(3) to give the student an opportunity to just have a "friend;"

(4) to help motivate the student to his potential, and to reinforce the student on his accomplishments, thus improving his own self-concept;

(5) to motivate the student to accept responsibility for his behavior and to respect himself and others;

(6) to improve the student's attitude toward school and to create a more humane image of schools in the student's mind.

TAPS teachers talk with the student on a regular basis before or after school in a nonauthoritarian manner as a concerned individual who cares. They also check with teachers and guidance personnel about the academic performance and personal problems of the student. They get involved with the student on a project which is enjoyable and may not be related to school work. TAPS teachers have gone on camping trips with students, helped students find jobs, and mediated family and community problems. They also encourage students to use and participate in the resources available in the school. TAPS predated the S.T.O.P. effort and continues to provide a service to students and to support the goals and objectives of S.T.O.P.

District Related Services

Additional services for students available within the school, the district, and the community are the advisor-advisee program, a self-awareness course, humanistic activities, the Special Services Program, JOBS, and community agencies. These services have been identified or developed by the Guidance Department of the school, and guidance counselors coordinate the referral and delivery process to the student. Since S.T.O.P. is also coordinated through the Guidance Department, effective communication and coordination of all services is assured.

The advisor-advisee program assigns a staff member of the high school to each entering tenth grader. The advisor does not replace the guidance counselor, but acts as an interested adult who is knowledgeable about the high school. Procedures required by the program include:

(1) a meeting on the first day of school with the advisor and assigned advisees;

(2) an individual advisor-advisee appointment within the first two weeks of school;

(3) contact with parents of each advisee before the end of September;

(4) regularly scheduled appointments every two weeks throughout the year with each advisee;

(5) monitoring of advisee attendance and grades by the advisor.

The Self-Awareness Course is an abbreviated version of the Survival Sessions and is offered after regular school hours for six sessions. The course is voluntary and uses the concepts of values clarification, reality therapy, and transactional analysis. An incentive of removal of a major penalty from the disciplinary record upon completion of the course is offered. Plans are underway to integrate this course into the regular instructional day for students next year in the manner of the Survival Course.

Humanistic activities for staff and students are planned throughout the year during in-service days such as special activity programs to provide personal experiences that are positive, nonthreatening and satisfying. Such activities might include fine arts convocations, club programs, filmmaking, and guest speakers for assemblies and in-service training.

The Special Services Department of School District B provides diagnostic and evaluation services for those with academic and/or personal problems and may provide services to those identified as eligible for special education. A pilot program combining work and study began during the 1979-1980 school year. The program was designed by two of the high school staff members to service twenty-five of the worst attenders at the high school by securing part-time jobs for them and tailoring their academic program to the jobs and their interests. The program requires extensive staff involvement in supervision and coordination. Experience during the pilot year has been deemed so successful that the program will be expanded to fifty students for the 1980-81 school year.

Community agencies that deal with juvenile justice, substance abuse, mental health, and social welfare problems are utilized as appropriate to individual student and family needs.

Physical Space

Implementation of S.T.O.P. requires a room that can provide comfortable space for a maximum of fifteen students, a teacher, and a teacher aide. Additional space such as a conference room that can be used for small group Survival Sessions during the day is also needed. The Coordinator of the program has an office appropriate for counseling and accessible to the area where student records and schedules and teacher mailboxes are located. Ideally, the Stop-Off Room is nearby to facilitate communication.

Program Funding

Basic support for S.T.O.P. in School District B has been provided with local funds. Because of the staffing arrangement, the program cost through proration would equal 1.2 of a teacher salary. The coordinator of S.T.O.P. is a member of the Guidance Department specifically assigned to the program but with a reduced guidance and counseling load so no program cost is involved. The teacher aide in the Stop-Off Room has been funded with local funds through the building level budget. Funds for the initial and follow-up training needed to adapt the PASS program were supplied by the State Facilitator Center and totaled approximately eight hundred dollars. Yearly costs of S.T.O.P. are estimated to be twenty thousand dollars in this District. Supportive services through TAPS are provided at no cost through volunteered participation of the staff.

Referrals to the Program

S.T.O.P. was initially designed to focus on students experiencing a crisis of some sort. Most often the crisis would result in an attendance or disciplinary infraction for which the student would be assigned by an assistant principal/disciplinarian to S.T.O.P. Crises of a personal nature could also result in a self-referral to S.T.O.P. Care was taken in the design of the program to not usurp the functions and role of the trained guidance counselor in the school to deal with student needs and concerns, thus S.T.O.P. does not begin to offer service until the regular guidance procedures have been utilized. As the program evolves, plans are being made to shift the emphasis of the program from crisis/remedial intervention to preventive/developmental activities as established through TAPS and other programs piloted through the related services framework.

Referral Process

The referral process and entry prerequisites vary with the type of service provided. Each component of S.T.O.P. has its own procedures. The Survival

Course may be entered (1) voluntarily with the assistance of a counselor, (2) upon recommendation of a teacher, counselor or administrator, and/or (3) as one component of a learning behavior agreement in order to stay in school. Entry to the Stop-Off Room is controlled by an assistant principal. Assignment is usually the result of disciplinary action or attendance problems. The Alternative Curriculum component is entered as a result of special problems such as expulsion, pregnancy, or dropping out. The student and parent(s) must see a guidance counselor to determine the course(s) to be taken and to complete the "Articles of Agreement" learning contract. The supportive TAPS service may be entered voluntarily by the student or the student may be required to enter TAPS as a follow-up procedure upon completion of the Survival Course or upon leaving the Stop-Off Room.

Length of Placement

Placement in the Survival Course is for six weeks with two sessions per week. Placement in the Stop-Off Room may be for one class period per day up to a full-time assignment. The maximum number of days a student may remain in the Stop-Off Room is not given in the program guidelines. The guidelines do state that the length of stay in the room is determined by the individual circumstances of each case. Prolonged isolation and segregation from the mainstream are described as detrimental to the student, and emphasis is placed upon returning students to regular classes as quickly as students can develop a plan to resolve their difficulties. No limit is placed upon the number of times a student may be assigned to the Stop-Off Room. If placement in the TAPS program is voluntary, the length of stay is determined by the student. If placement in TAPS is assigned, the length of stay is determined by the TAPS teacher and is usually a minimum of one semester. Courses in the Alternative Curriculum component are designed to be at least a semester in length. No limit is placed on the number of semesters a student may enroll. No age restrictions are stated, but students must show progress toward completing requirements for a high school diploma to remain in the Alternative Curriculum.

Pupil Characteristics

Data on students at the school visited in District B were collected through interviews and a review of records of two types of students.

- Those assigned to S.T.O.P. at least once during the 1978-79 school year ($N \leq 25$).
- Student neither assigned to S.T.O.P. nor suspended during 1978-79 ($N \leq 25$).

Generalizations drawn from recorded data that are reported in the following tables and discussion are dependent upon the degree to which the sampling was properly performed by the District staff member gathering the data. Certain anomalies in this process have been identified which could possibly bias the data.

Data collection instructions required three types of students. Since very few students were suspended in this school, this group was eliminated. Because of the elimination of a group, fewer records were sampled in the group of students neither assigned to S.T.O.P. nor suspended from school. In the group of students assigned to S.T.O.P., approximately one/half of the records were sampled from students assigned to the Survival Course and one/half from students assigned to the Stop-Off room. No coding category was available to differentiate the assignments; thus, it is impossible to determine if there were inherent differences in this group due to assignment patterns. Through observation of the program, it seems likely that students assigned to the Survival Course may have had more disciplinary infractions and/or the infractions may have been of a more serious nature.

Missing data from the site pertained to conduct marks and tardies. Incomplete data were available on homogeneous grouping, grade level retention, repeated assignment to S.T.O.P. and due process procedures. Ninety-two percent of the students sampled were enrolled at the beginning of the 1978-79 school year, thus incomplete data were not due to a high student transfer rate.

Findings from the two student sample groups on three variables are reported in tables. The variables reported are:

- Grade Level
- Sex
- Grade Point Average

Race was eliminated as a variable at this site. The total student population is 98% nonminority and all records sampled were nonminority students.

TABLE I

GRADE LEVEL BY SAMPLE GROUP

	GRADE IN 1978-79			
	10	11	12	Total
Students Assigned to S.T.O.P.	13	7	3	23
Students Neither Suspended Nor Assigned to S.T.O.P.	8	9	8	25

Table 1 shows the grade level distribution for those students included in the two samples. Students in tenth grade were more likely to be assigned to S.T.O.P. than students in grades eleven and twelve.

TABLE 2

SEX BY SAMPLE GROUP

	Male	Female	Total
Students Assigned to S.T.O.P.	21	4	25
Students Neither Suspended Nor Assigned to S.T.O.P.	10	15	25

Table 2 indicates that male students are much more likely to be assigned to S.T.O.P. than female students.

TABLE 3

SAMPLE GROUP BY GRADES

	Assigned to S.T.O.P.	Neither Suspended nor Assigned to S.T.O.P.
0 - 1.0	27	12
1.0 - 2.0	71	40
2.0 - 3.0	39	67
3.0 - 4.0	4	22
Total	141	141

There were six marking periods during the school year at the high school. Assuming that all students remained in school all year, data should have shown a student X grade matrix of 150 cells (25 students X 6 marking periods). The cell value given in Table 3 represents the actual number of cells in which data were found. For both groups 141 grades were reported out of a possible 150 grades. Grades were collapsed into four categories with a zero representing the lowest possible grade and 4.0 representing the highest possible grade.

The contrast in academic abilities between the groups is apparent from Table 3. Students in this school are homogeneously grouped in English only, and while the standards for apportionment of grades might vary widely across the three levels of English, all other subject areas, which would account for 75-80 percent of the GPA, are dependent upon uniform standards.

TABLE 4

CHI-SQUARE VALUES FOR HIGH SCHOOL SITE

TABLE		df	λy	λx	Ty	Tx
GRADE LEVEL BY SAMPLE GROUP	15.108	2	.0360	.6231	--	—
SEX BY SAMPLE GROUP	41.087	1	—	--	.2054	.2054
SAMPLE GROUP BY GRADES	26.033	3	—	—	.0454	.1328

The chi square (X^2) test for independent samples was used to analyze by sample group for grade level, sex and grade point average. Alpha (α) was set at .05 for rejection of the null hypotheses of independent measures. All of the reported X^2 values in Table 4 are significant at the .05 level, which provides evidence of independence between samples and a dependent relationship between the two variables. To obtain a more meaningful statistic on the strength of association between the samples, asymmetric lambdas (λ) and taus (T) were computed. Both are proportional-reduction-in error (PRE) measures which indicate the reduction in error in predicting one variable from the other. Values of λ and T range from 0 to 1 with 0 indicating total independence and 1 implying total dependence of two variables in a contingency table. As a general rule, the greater the variation in both the dependent and independent variable, the greater the numerical value of association. Tau is used when there is wide variation within the contingency table because it is less sensitive to variation.

As can be seen from Table 4, all three preceding tables show dependence between the two tabled variables. With the exception of Sampled Students by Grade Level, the magnitude of the dependence is low. Knowledge of one variable in the table does not significantly reduce error in predicting values for the other variable. For example, knowledge of student group membership (i.e., assigned to S.T.O.P, neither assigned nor suspended) results in a 4 percent reduction in error in predicting grade averages. Conversely, knowledge of student grade averages results in a 13 percent reduction in predictive error for group membership. However, knowledge of student grade level results in a 62 percent reduction in predictive error.

Student attendance varied only slightly between the two sample groups of students. The range of absenteeism was from 0-60 days in both groups with an average absentee rate of 2.963 days in the group of students assigned to S.T.O.P. and an average rate of 2.541 days of absence in the group of students neither suspended nor assigned, a difference of no practical significance. That attendance infractions are not a major area of concern in this school was also evident from the statistics on reasons for assignment to S.T.O.P. Twelve percent of the sample group of students in S.T.O.P. were assigned for fighting with other students, twelve percent were assigned for classroom misbehavior problems such as talking out of turn, cursing, cheating, etc. and six percent were assigned for other reasons not covered by the fifteen coding categories. Only two percent of the sample group had been assigned for truancy and tardiness, and no students had been assigned for skipping class or loitering.

Interestingly, surveys of parents, teachers and students indicate that absence from school is perceived to be a serious discipline problem by parents, teachers, eleventh and twelfth grade students and class cutting is perceived to be a serious discipline problem by all students surveyed. Teachers ranked being late for school as a serious problem. S.T.O.P. statistics from the first half of the 1979-80 school year indicate that thirteen percent of the students assigned to the Stop-Off Room were placed there for attendance reasons, the third most common reason for assignment after fighting and classroom misbehavior. Discrepancies in the student record and parent, teacher and student descriptive survey statistics may indicate a change in school climate from 1978-79 to 1979-80 or a bias in the sample group statistics since only one/half of the sample was drawn from Stop-off Room assigned students.

Similar discrepancies appear in the data on rates for repeated assignments. Six percent of the sample group of assigned students had been assigned two times, no information was available on students assigned three times and sixteen percent of the sample students had notations of additional assignments on their records. Since specific information on the duration of the assignment and reasons for assignment are removed from student records yearly, it may be likely that students are rarely assigned more than twice in any school year. S.T.O.P. statistics indicate a thirteen percent rate for second assignments during the first half of the 1979-80 school year and a two percent rate for assignment three times to the Stop-Off Room. Again, sample bias or changes in school climate may be factors in these discrepancies.

Evidence of due process procedures was available in all the records sampled for assigned students. In 92 percent of the cases, the evidence consisted of some kind of written record, but not necessarily a verbatim transcript, which showed the final decision in the case and the reasons upon which the decision was based. Data on personal contact with parents were scanty. No evidence of personal contact with parents by letter was available in 94 percent of all records sampled; no evidence of telephone contact was available in 96 percent of all records; and only 10 percent of records sampled indicated evidence of parental interviews.

Finally an analysis of responses to a multiple adjective checklist used to describe an average or assigned student and gathered from the teacher and student descriptive surveys indicates complete agreement of teachers and tenth, eleventh and twelfth grade students on "able" as an identifier for average students in this school. "Disruptive" was the descriptor identified by all groups as most characteristic of assigned students. "Lazy" and "rebellious" were also identified by three of the four groups as characteristics of assigned students. Indications of a stigma attached to assigned students were not substantiated in interviews with such students.

Site Observation

The school visited is a comprehensive high school containing grades 10 through 12. The school opened for classes in 1969. The school is equipped with an instructional materials center that can service 250 students at one time, a planetarium, a closed-circuit TV system with studios, an on-the-air FM radio station, an olympic-sized swimming pool, an auditorium that can hold approximately 1,300 individuals, a 7,000 seat gymnasium, and a cafeteria that can serve 800 meals at one time. Enrollment at the beginning of the 1979-1980 school year totaled 1,889 students. The staff numbers 105 members with an average of sixteen years teaching experience. Eighty-six percent of the staff have a Master's degree. The Guidance Department is staffed by six full-time Counselors, and the Health Center is staffed by one full-time registered nurse. The school provides a variety of curricular offerings, special programs, and extensive extra-curricular activities. Other services include adult evening classes and a summer school for high school credit.

Discipline Procedures

The administrative team of the school consists of a Principal, three Assistant Principals, and the Director of Guidance. All three Assistant Principals are involved in disciplinary actions. The caseload for each Assistant Principal is determined by dividing the student body into three sections alphabetically by last name which totals approximately 600 students per Assistant Principal. The Principal becomes involved in discipline if out-of-school suspension is considered or if expulsion is to be recommended to the Superintendent. The Principal also serves as the hearing officer for the building. Responsibility for the Alternative Curriculum component of S.T.O.P. is assigned to the Director of Guidance. Discipline is divided into two areas, behavioral and attendance. Separate cards are kept for each area of student referral. A standard form, the Discipline Notice, is used for all referrals. The form provides (1) a checklist of reasons for referral from a specific class or from the school in general, (2) a checklist of actions taken before referral, (3) a space for describing the incident, (4) a checklist of administrative action taken, and (5) a space for administrator comments. A copy of the Discipline Notice is retained for the student's file, one copy is placed in a folder for the teacher, and one copy is sent to the parent(s). Pertinent information is recorded on discipline or attendance cards kept by the Assistant Principal on each student.

Disciplinary actions and penalties are based on a system of major and minor offenses in behavior and in attendance. Major behavioral offenses include such acts as smoking (unless in designated area at approved time), fighting, failure to serve detention, forgery or alteration of school forms, insubordination, possession of stolen goods, drugs, or weapons, obscene acts, gambling, reckless driving in the parking lot, and violation of any law. Minor behavioral offenses might include classroom disruptions, corridor disruptions, excessive tardiness, profanity, inappropriate display of affection, defacing of school property, and uncooperativeness. Three minor behavioral offenses equal a major behavioral offense. Disciplinary actions to be expected for major behavioral offenses are:

1st Major - removal of student privileges such as open campus or student assistant options for the semester, and assignment to Stop-Off Room;

2nd Major - parental or guardian conference with the Assistant Principal and assignment to Survival courses;

3rd Major - suspension from school pending conference with the Principal and the negotiation of a behavior contract;

4th Major - recommendation for expulsion.

Disciplinary actions to be expected for minor behavioral offenses are:

1st Minor - teacher-parent conference;

2nd Minor - assignment to Stop-Off Room;

3rd Minor - dropped from class and/or penalties as in 1st Major.

Attendance related infractions are also classified by degree of seriousness into major and minor offenses. Minor offenses would generally be tardiness to classes with three tardies constituting a major offense. Minor offenses usually result in an assignment to the detention hall held after school and staffed by a teacher who is reimbursed for the duty. The detention hall is a punitive disciplinary alternative with no supportive services available to encourage behavioral change. Major attendance-related offenses include truancy, absence without parental knowledge or consent for two one-hour periods, and unexcused absence, unacceptable reason for absence according to attendance guidelines. Disciplinary actions to be expected for major attendance-related offenses are:

1st Major - removal of privileges and assignment to Stop-Off Room;

2nd Major - parental conference with the student's counselor;

3rd Major - parental conference with the Assistant Principal and assignment to Survival Course;

4th Major - suspension from school pending conference with Principal and the negotiation of a behavior contract;

5th Major - recommendation for expulsion to Superintendent.

An emphasis on retention of students in school, modification of unacceptable behavior, and development of self-discipline forms the philosophy of disciplinary procedures in this school. Incentives and positive reinforcement for behavioral change are included in the disciplinary system. Students who complete an assigned Survival Course have one major penalty removed from their disciplinary record, and they are automatically assigned to the TAPS program for follow-up. When students are on the brink of suspension and S.T.O.P. and other supportive services have proven ineffective, the Principal meets with the student and parent(s) to devise a behavior contract which will allow the student to remain in school. A schedule, behavioral actions, and reporting requirements are jointly agreed upon, and the Principal monitors the performance of the student on the contract.

Most of the teachers and administrators interviewed in this school thought that disciplinary actions were administered consistently by the disciplinarians in the school. Everyone agreed that major offenses resulted in the specific actions described for every student. Minor offenses seemed to result in more individualized actions for students. Over half of the students interviewed perceived disciplinary actions as inconsistent and dependent on "who you or your parents are" or on "what teachers label you as." Some of the teachers also indicated that a lack of understanding of values and life styles of different economic groups resulted in disproportionate disciplinary referrals for some students. Several of the teachers and administrators mentioned that they felt an undercurrent among students for stricter discipline and limits. One disciplinarian said, "Students know the system and play games with numbers of majors and minors to the detriment of themselves and the school." Because of the two-track system of discipline for behavior and attendance, some administrators are concerned that attendance patterns of students are not identified early enough and dealt with consistently to allow time for effective modification.

District disciplinary reporting requirements for this school deal only with out-of-school suspensions of more than five days and recommendations for expulsion. Notification of the Superintendent in such cases is handled informally by the Principal. The only data required at the state level are statistics on expulsions. These data are collected at the District level.

Other data are collected on an as needed basis. An example would be information requested by the Office for Civil Rights as part of a national sampling procedure. Specific data on S.T.O.P. is reported to the Principal on a semester and yearly basis.

Student Temporary Opportunity Programs (S.T.O.P.)

The Stop-Off Room in the school is located in a classroom at the far end of the school away from the central office. The room has windows and access to the Instructional Materials Center located nearby. The room is equipped with student desks and a desk for the aide/supervisor. No decorative or motivational materials are displayed. Learning material and packets on such topics as drugs and alcohol are provided by the Instructional Materials Center.

When a student is assigned to the Stop-Off Room, a Notification of Assignment is signed by the student, Assistant Principal, and Counselor and filed in the student's folder. A S.T.O.P. placement form is filled out by the S.T.O.P. Coordinator. The form includes a photocopy of the student's schedule and identifies the periods of the day the student is assigned to S.T.O.P., the duration of the placement, and the reason for placement. The average length of assignment to the Stop-Off Room is three days for students assigned for only one period and three days for students assigned fulltime. Time spent in the Stop-Off Room does count as an absence(s) from class(es). A form that notifies the student's teacher(s) of the placement in the Stop-Off Room and requests academic assignments is completed at the same time. If the assignments are unavailable at the time of entrance into the Stop-Off Room, a survey sheet detailing student information on the disciplinary incident and a plan sheet for avoiding further incidents are completed by the students. Students awaiting assignments may also be required to write an essay on a topic relevant to the disciplinary action.

The space most generally used for Survival Course sessions is a small, conference-type room located across the hall from the Stop-Off Room. Chairs and a table are available in the room for small group counseling. Some sessions of the course may also meet, at times, in the small-group rooms available in the Instructional Materials Center for special project work.

Referral to the Survival Course usually occurs on the second major behavioral discipline infraction or the third major attendance infraction and is made by the Assistant Principal with the concurrence of the student and/or parent. After completion of the Survival Course, an automatic referral to a TAPS teachers of the student's choice for at least one-semester follow-up is made. Some students interviewed stated that they would have preferred suspension but their parents insisted they attend the Survival Course. Perceptions of students on the success of the Survival Course vary. Two students stated, "It really helped me make friends and changed my feelings about school," while another student said, "I didn't like it, they talk about 'weired things.' I only kept going to get a major of my record." Teachers involved in the Survival Course who were interviewed had two major concerns. All expressed the desire to get students into the Course earlier before the students were only "one misstep away from suspension." Some of the teachers were concerned the the physical closeness of the Survival Course and Stop-Off Room was detrimental because all students of the program were labeled by teachers and other students as "troublemakers." Students interviewed supported this concern when they stated, "kids look at you funny when they see you go to the Survival Course room."

Records are kept by the S.T.O.P. Coordinator on all students in the program. Data are aggregated each semester to identify the number of students served, the type of service given, the number of days or periods of service, reasons for referral, and recidivism rates. Statistics kept from preprogram implementation through the first two years of the program show a reduction of out-of-school suspensions from 300 in 1976-77 to 118 in 1977-1978 to 36 in 1978-1979. Preliminary statistics on 1979-1980 out-of-school suspensions show none at all through the first semester. Four students were expelled this year for selling drugs, an automatic expulsion by District policy.

All of the students interviewed felt the biggest advantage of S.T.O.P. is "you can get your work done and get credit for it in you class." Two of the students after an initial assignment to the Stop-Off Room and Survival Course requested continued placement in the Stop-Off Room during their regular study hass time because of the quiet, helping atmosphere. One student said, "Survival made me want to stay in school because I learned how to meet people and make friends."

All of the teachers and administrators interviewed felt that the strength of S.T.O.P. was the opportunity for a teacher and student to work in a one-to-one relationship on problems that can be solved and changed to accomplishments. One teacher said, "A caring teacher one-on-one is something most kids have never had." Administrators also cited the flexibility available to them and the school in dealing with problems and parental support for in-school alternatives to suspension as advantages of the program.

Weaknesses of the program or areas needing modification as viewed by teachers and administrators were mainly organizational in nature. Program staff cited a need to get students into the program earlier while there was still leeway for students to modify their behavior. Administrators and teachers desired less paperwork and a better communication system among faculty, program staff, and central office on academic assignments. As a part of the system, the separation of Survival and Stop-Off Room facilities to reduce "labeling of students" and the relocation of the Stop-Off Room to a site closer to the Central Office were specific suggestions. The only specific program change noted was the need for a Time-Out Room for student self-referrals that is not tied to the disciplinary system.

Students most often mentioned the size of the school when asked what they would like to see changed. An administrator said, "We need to reorganize students into groups of manageable size for more interaction between students and students and teachers and students." A more flexible school day and scheduling which could be used for student follow-up, supportive services such as TAPS, and other educational alternatives were other suggestions made by teachers, program staff, and administrators to improve the discipline climate in this school.

IV. SUMMARY

School District B has adapted the model PASS program from Florida to meet the needs of the district at the high school level. Statistics compiled over a three-year period show a marked reduction in out-of-school suspensions.

The S.T.O.P. program has been designated as a state trainer for other districts who wish to adapt or adopt the PASS program. Through such recognition and evaluation data, S.T.O.P. is considered successful by parents, students, teachers, and administrators. Elements that seem to have contributed to the success of S.T.O.P. are:

Integration of S.T.O.P. into the Regular Instructional Program

In the design and implementation of S.T.O.P., all resources in the regular program that are available to students but are not necessarily utilized have been assigned a role in solving disciplinary problems. Referral to the student's counselor is one of the steps in the disciplinary process, and counselors do counsel in School District B. In addition to the normal counseling role, the coordination of S.T.O.P. is assigned to a member of the Guidance Department. Scheduling, monitoring of attendance patterns and academic achievement, and collection of evaluative data are familiar functions within a Guidance Department, and the expertise available has been coordinated for effective management of S.T.O.P. The standard complaint heard throughout the country that guidance counselors do paperwork and do not counsel is not valid in School District B and the S.T.O.P. model.

Philosophical Commitment of Program Staff and Administration

Impetus for S.T.O.P. arose from teachers and an Assistant Principal/Disciplinarian who were concerned about students and wished to improve teacher-student relationships. A concern that all students need someone who will listen and to whom they can relate continues and is a key component of the services in S.T.O.P. The Assistant Principal has become the Principal of the school where S.T.O.P. is functioning, and strong administrative support of S.T.O.P. is evident to the program staff and faculty of the high school. "S.T.O.P.," in the words of the Principal, "is not a punitive program; it is a rehabilitative effort to help students improve their lives and keep them in school to complete their education." The program staff continues to seek other services, such as a Time-Out Room that adheres to the principle of providing a caring adult relationship for every student.

Characteristics and Qualifications of the Program Staff

The staffing pattern of S.T.O.P. is viewed as crucial to the effort of improving the total disciplinary climate of the school as well as to providing rehabilitative service to students. Program staff were selected from teachers who originally volunteered their time based on a commitment to the principles of the program. The decision to use six teachers from different academic disciplines was a conscious effort to provide "change agents" who could increase faculty acceptance of the program and who could encourage behavioral change of their teacher-peers in classroom management and disciplinary strategies. As a result of this decision, no teacher association problems have been encountered, and other teacher-initiated pilot programs have begun to provide educational alternatives for students.

Coordination of Supportive Services

When S.T.O.P. was designed and implemented, it was recognized that the immediate goal was to reduce suspension through a crisis/remedial intervention approach. It was also recognized that as the program developed the emphasis should shift to a preventive/developmental approach. New supportive services were initiated and existing services were coordinated with S.T.O.P. The Teacher Advisory Program for Students (TAPS) which had been in existence before S.T.O.P. began was linked directly to S.T.O.P. through a mandatory referral process. Other programs such as JOBS and the advisor-advisee plan for sophomores were begun to provide a framework on which preventive/developmental services could be developed. Successful services in S.T.O.P. are being translated into supportive services for all students through the Self-Awareness Course, and the investigation into awarding credit for such developmental counseling is beginning to provide opportunity for the shift in emphasis previously planned.

Preservice and Inservice Training Support

Extensive research and preplanning before the design and implementation of S.T.O.P. resulted in preservice training for the entire faculty of the high school on the concepts of disciplinary alternatives, reality therapy, and transactional analysis that form the basis of PASS. The preservice training served as an awareness activity for the new program, developed faculty acceptance and support, and encouraged interested teachers to volunteer for further training and service in the program. Follow-up training for the program staff and other interested teachers and supportive services staff has been provided annually by the PASS staff in Florida. With the designation of the program as a state trainer in PASS, ten staff members have received more extensive training and are now delivering technical assistance and training to other schools. The training model employed in the program has increased the sharing of new research, ideas, and techniques and prevented the routinization and stagnation of the program.

Through interviewing and observation, some areas within the program that needed strengthening or modification were identified. There is a general realization that more materials for students who complete assignments or whose assignments have not arrived in the Stop-Off Room would enhance the educational value of the program. More specialized equipment such as a typewriter and drafting table would also improve academic achievement for students, an objective of the program. While ethnic/racial disparity in students being served is not an issue in the operation of S.T.O.P., there is some concern that the majority of service is to students of one economic group. One interviewee stated that "teachers are less tolerant and patient toward those students perceived to be in a low socio-economic class." Classroom disciplinary practices may be a result of a clash of values between different economic life styles. Other types of training or service may be needed to improve the disciplinary climate of the school.

At the building level, disciplinary consistency has been a matter of concern to students, faculty, and administrators. Several changes have been planned to improve consistency. In the coming school year, disciplinary responsibilities will be divided among the Assistant Principals in a different pattern. One Assistant Principal will be in charge of all attendance related infractions, and the other two assistant principals will divide the behavioral infraction caseload. Since attendance infractions are the most common offenses, it is felt that a more consistent effort to counsel, prevent, and follow-up student problems will be possible with one person in charge. An advisory committee of parents, students, teachers, and administrators is being formed to review disciplinary policies of the building. With a broader involvement into policy formation, it is felt that consistency in interpretation and administration of disciplinary policies will improve.

School District B has supported the program efforts of S.T.O.P. at the high school level and at the state level through the state trainer model. Efforts to expand the program within the district seem not to have occurred, or if efforts in dissemination did occur, they appear not to have been effective. Those interviewed at the high school level feel the approaches to discipline in the junior high schools emphasize punishment rather than rehabilitation and behavioral change. As total district enrollment declines, there are those who hope that trained and certified personnel will become available to assist students and parents at the lower levels to solve attendance and behavior problems before detrimental patterns and reactions become habits. The district has also begun a review process of disciplinary policy that specifies and formalizes due process and grievance procedures. Heretofore, procedures protecting student and parental rights have been administered informally. While there was a process for student grievance through student government, the process was not widely recognized. New procedures which recommend processes for individual interpretation and annual review of disciplinary policy have been adopted. Increased community input should help educate parents and students to their rights and responsibilities.

Student suspensions have been reduced through S.T.O.P. at the high school in School District B. The high school is committed to providing a caring adult for student-school relationships, and the district seems to have reinforced that commitment through its choice of an administrative leader for the school. Care, concern, and commitment of individuals may be the key in this district for an improved school climate.

DISTRICT C

I. INTRODUCTION

Setting

School District C is located in the southern part of the United States. It serves an area of nearly 260 square miles which is incorporated into a municipality with an estimated population of 270,000 in 1979. The city has been named as the third fastest growing city in the country. The school population of the district totaled 55,000 students in sixty schools during the 1979-80 school year. The student population is approximately 90% nonminority and 10% minority, predominantly Black. The economic base of the community is in transition. Four military installations that employ 20,000 people are located within the city. The phenomenal growth of the area is converting land formerly used for agriculture to business and residential development. A large resort industry provides many service jobs on a seasonal basis.

The District has 41 elementary schools serving grades kindergarten through six, eight junior high schools serving grades seven through nine, and seven senior high schools serving grades ten through twelve. Additionally, there are special schools serving vocational-technical, special education, and gifted and talented students. A new Career Development Center opened in January of 1980 to serve students who need an alternative form of education that culminates in employment.

Nearly 3,000 teachers are employed by School District C in addition to teacher aides, bus drivers, cafeteria and custodial workers, clerical personnel, and supervisory and administrative staff for a total of approximately 5300 school district employees. Average class size in the district ranges from 20 to 26 students. The district budget for the 1979-80 school year was approximately 71 million dollars of which state support accounted for about 40% of the funds. Local support contributed about 50% of the funds, and federal funds supported 10% of the total budget.

The School Board of District C consists of eleven members appointed by the City Council for overlapping three-year terms. The School Board appoints the Superintendent of Schools. The schools offer a broad range of services to meet the needs of individual students. The curriculum at the secondary level places an emphasis on college preparation and includes advanced placement courses. A vocational-technical school offers specialized courses for students. The Gifted and Talented Program serves students in grades three through eight and is in the process of expanding to more grades and more students. An Education Media Center provides audio-visual aids to the instructional program. An extensive adult education program provides courses for those adults wishing to complete a high school education, to develop vocational or technical skills, or to improve their general educational level. Many extracurricular activities are offered through the schools, and the District supports a city-wide volunteer program to utilize the talents of the community. The School Board also appoints a parent advisory committee for each school.

II. DISCIPLINE AT THE DISTRICT LEVEL

Discipline Code

School District C has no written discipline code for the system. Each school develops its own code based on the needs of the school and students. Administratively, the Principal of each school is autonomous. The District provides staffing and budget guidelines and curricular support services through District supervisors, but decision-making occurs at the building level. The Pupil Personnel Services Department at the District level monitors disciplinary statistics on in-school suspensions, out-of-school suspensions, and expulsions monthly. Readmittance to school after out-of-school suspension requires a parent-student conference with a member of the Pupil Personnel Services team. Expulsion occurs only after School Board action, and readmittance after expulsion also requires Board action. In reality, few expulsions occur as parents generally withdraw the child for the remainder of the term so readmittance may occur without specific Board action.

The District did adopt a system-wide attendance policy that was implemented during the 1979-80 school year. Under this policy, a secondary school student will not receive credit for any year-long course missed more than thirty times or for a semester course missed more than fifteen times unless extenuating circumstances for the absences are determined by the Principal.

Discipline Programs

The major effort in discipline in School District C has been the In-School Suspension Program. This Program began in 1975-76 with a pilot effort and is now present in all junior and senior high schools in the District. The In-School Suspension Program will be the focus of this case study. A more recent effort, the Career Development Center, is providing another disciplinary alternative in School District C. Three years ago, the District was authorized to purchase an abandoned department store for use as a school that would provide educational services to three types of students targeted by the state and mandated for service by the State Standards of Quality. These three populations of students include:

(1) graduating seniors not going on to higher education who have no job skills or previous vocational training;

(2) handicapped students whose Individual Educational Plan identifies a need for appropriate vocational training;

(3) students who are drop-outs or potential drop-outs and need an alternative educational program designed to insure employability.

A half-day program at the Center supported by a half-day program in the student's home school has been designed for the graduating seniors and handicapped students. A full-day program will be offered to drop-outs and potential drop-outs who may be students who have been suspended out-of-school or expelled. The Center will keep a balance in enrollment among the three types of students. Capacity of the Center will be 600 students of whom no more than 250 may be alternative education students.

While the facility has been in the remodeling process, the educational program has been researched, designed and piloted, and the Center faculty has been recruited. The facility opened in January, 1980 to 240 students. A major recruitment effort has been undertaken to identify and encourage a full complement of students in all three groups for the 1980-81 school year. The educational program for alternative education students will provide three alternatives: (1) learn a trade and receive a high school diploma by passing educational competencies; (2) learn a trade and enter the job market while working toward a G.E.D. diploma; (3) secure job placement as soon as possible through open entry and open exit learning modules. All learning is completely individualized according to vocational need, ability level, and age level. The teacher-student ratio is 1:12, and every student will have a hands-on work sample evaluation provided by a trained vocational evaluator certified in vocational rehabilitation or vocational counseling. All academic evaluation will be competency-based. All entering students and their parent(s) will be personally interviewed and an educational contract will be signed before entry.

III. THE PROGRAM

Selection Criteria

The In-School Suspension Program was chosen for intensive study in School District C. Criteria developed for case study site selection required (1) stability of program effort, (2) site location on-campus, (3) integration of program into regular school procedures and instructional efforts, (4) a specific strategy for intervention based on the typology of in-school alternatives to suspension presented at the Conference on In-School Alternatives to Suspension sponsored by the National Institute of Education in 1978, and (5) a unique or innovative aspect to the program. The In-School Suspension Program began as a pilot program in two schools during the 1975-76 school year. Seed money from the State Pilot Studies Program in the Division of Research, Evaluation, and Testing of the State Department of Education underwrote one/half the program cost. The Program expanded in 1976-77 to five schools with continued State support, and in 1977-78 was adopted by all junior and senior high schools and was completely supported by local funds. Each school has an In-School Suspension Center that is a part of the disciplinary process and regular instructional program.

Data Sources for the Case Study

Information on the In-School Suspension Program was gathered from a variety of sources. A pre-selection site visit of two days and a post-selection site visit of four days were conducted by a two-person team. Observations were made at two schools, and interviews were conducted with 12 administrators and teachers and 24 students. Surveys were gathered from 34 teachers, 287 students, and 7 parents. Approximately two hundred student records were reviewed and analyzed. Evaluation studies, other District publications and State program information on Pilot Studies provided additional valuable information.

Goals and Objectives of the Program

The original impetus for the In-School Suspension Program arose from two Assistant Principals/Disciplinarians who were concerned about the number and the effect of out-of-school suspensions. With support from the Director of Program Development and Evaluation, they designed a proposal that had as its goal a test of the efficacy of in-school suspension as a replacement for traditional suspension in the public school. Objectives of the pilot program were:

(1) to reduce the number of out-of-school suspensions per year;

(2) to reduce the number of referrals to the Assistant Principal concerned with discipline;

(3) to determine what behaviors most generally lead to a student suspension;

(4) to develop a demographic-psychological profile of the suspended student;

(5) to determine the causes of student misbehavior;

(6) to influence in-school programs with the information compiled from other objectives that will help the misbehaving student develop a more positive attitude toward himself, toward attending classes, and toward learning.

Evaluation of the data collected from the 1975-76 and 1976-77 school years confirmed the efficacy of in-school suspension as a replacement for traditional suspension and as a positive disciplinary and corrective measure. Program objectives continue with no appreciable change to the present time.

Program Staffing

The In-School Suspension Center in each school is staffed by a full-time coordinator. During the first two years of the program, data were generated on the existing suspension center coordinators relevant to their formal training, work experience, length of employment, auxiliary duties, and attitude toward the role of coordinator. Profiles for each participant were developed. Success standards were established for the Program, and coordinators were evaluated relative to their performance in the role of coordinator. Coordinators judged as "successful" were interviewed and their profiles reviewed. Basic competencies and other criteria were identified for use in screening future suspension center coordinators. Coordinators are hired at the building level and seem generally to have had teaching experience in School District C. The experience within the District is acknowledged to have increased the acceptance of the In-School Suspension Program in the building and in the District.

District Level Support

Before the 1976-77 expansion of the In-School Suspension Program, a three day preservice training for the coordinators was provided at the District level. Program guidelines and procedures were studied, and curriculum outlines for the interest inventory, social activities, values clarification, English, and mathematics were presented. In-service days during the school year were used to share materials and information and develop new materials. Further training for Coordinators has been provided through the Pupil Personnel Services Department on Glasser's reality therapy.

Physical Space

Each building participating in the In-School Suspension Program must provide a center or resource room appropriate for program activities and assigned students. No specific space requirements are mandated, and there are no maximum number of students to be served at any one time. One of the sites observed provided a mobile classroom for the Program while in other schools a classroom was assigned for the Program.

Program Funding

The original cost of the pilot year of the In-School Suspension Program was $25,000 for two schools, which included the salaries of two Coordinators and $1,000 for materials. The state provided one/half the initial funding. The cost of the program at the present time includes the salary of the Coordinator at each school in the Program and a nominal amount for materials replacement. All funding for the In-School Suspension Program comes from local support through the building level budget.

IV. REFERRAL TO THE PROGRAM

Reasons for Placement

By district policy, physical assault on a District employee, the sale of drugs on school grounds, and the possession of a weapon on school grounds are offenses punishable by expulsion. All other types of infractions are defined by individual school codes, and the consequences of infractions of the school code are at the discretion of the Principal and the administrative team. Most schools in District C suspend students out-of-school for drug use, but do use the In-School Suspension Center as an alternative for all other infractions.

Referral Process

The student enters the In-School Suspension Center after referral to the Coordinator by the Assistant Principal/Disciplinarian who sets the minimum length of time to be spent in the Center. The Coordinator contacts the teachers and counselor of the student. The counselor researches the scholastic record, test record, personal conference record, and parent conference record of the student and consults with any other appropriate support personnel as needed. Teachers evaluate the weaknesses, strengths, and interests of the student on a checklist provided for this purpose. The Coordinator meets with the counselor and other appropriate personnel to discuss and evaluate the student. The student enters the Center the day following the intial referral.

Program Operation Guidelines

Upon entering the In-School Suspension Center, students serving one day or the first day of a multi-day suspension will be scheduled for a conference with a counselor. Students will be required to do work assigned by the Coordinator from recommendations made by the Assistant Principal, counselor and teachers. The section of the curriculum designed for the Center that will be most beneficial in the attempt to foster a more positive behavior on the part of the referred student will be assigned. Students do not receive course credit for work completed during the time in the Center. Each student signs a contingency contract which must be completed prior to returning to regular classes. The contract outlines what specific assignments must be completed. The Coordinator determines if and when the contract is fulfilled. Students eat lunch at a time when no other students occupy the cafeteria and have a five-minute break during the morning session and another five-minute break during the afternoon session. All students referred to the Center for the first time are required to complete a Kuder General Interest Inventory and/or the Kuder Vocational Interest Inventory. Information obtained from the Interest Inventory along with other educational data can help develop an occupational profile for use by the student and Coordinator.

Exit Procedures

Students in the In-School Suspension Center return to regular classes after completion of assigned time and work. The Coordinator provides a report on the student to the Assistant Principal, the counselor, and each subject teacher. This report includes information on the general behavior of the student, work completed by the student, and general comments. A file is kept by the Coordinator on each student referred. A conference is held with the Assistant Principal, the student, and the parent(s) of the student prior to the student's return to class.

Length of Placement

There are no formal Program guidelines on the minimum or maximum length of stay in the In-School Suspension Center. The disciplinary needs of the students and each school affect the length of stay policy in each Center. The general practice has been a minimum of one day and a maximum of three days assignment to the Center. Some experimentation with specific assignment for periods of less than a day has begun to occur.

Pupil Characteristics

Data on students at the schools visited in District C were collected through interviews and a review of records of three types of students.

- Those assigned to In-School Suspension at least once during the 1978-79 school year.
- Those suspended out-of-school at least once during the 1978-79 school year.
- Students neither assigned to In-School Suspension nor suspended during the 1978-79 school year.

Generalizations drawn from the data recorded and reported in the following tables and discussion are dependent upon the degree to which the sampling was properly performed by the District staff member gathering the data. Certain anomalies in this process have been identified which could possibly bias the data.

Senior High School Site

Data collection instructions resulted in three sets of sample students, assigned to In-School Suspension ($N \leq 48$), suspended out-of-school ($N \leq 20$) and those neither suspended nor assigned to In-School Suspension ($N \leq 30$). Missing data from this site were mostly confined to conduct marks and tardiness. Incomplete data or data of poor quality pertained to grade retention and homogeneous grouping. While 97 percent of the sample students were enrolled at the beginning of the 1978-79 school year, population mobility in the community is high and could have affected grade retention data. This school was also reorganized at the beginning of the 1979-80 school year when a new high school was opened. The student population was nearly halved, and records were unavailable for those students reassigned to the new high school.

Findings from the three student sample groups on five variables are reported in tables. The variables reported are:

- Grade Level
- Sex
- Race
- Grade Retention
- Grade Point Average

Statistical tests and comparisons are presented on all the tabled data.

TABLE 1
GRADE LEVEL BY SAMPLE GROUP

	GRADE IN 1978-79			
	10	11	12	Total
Students Assigned to In-School Suspension	15	16	17	48
Students Suspended Out-of-School	10	5	4	19
Students Neither Suspended nor Assigned to In-School Suspension	16	10	4	30

Table 1 shows the grade level distribution for those students included in the three samples. Variations were slight. The largest difference noted is in the number of twelfth grade students assigned to In-School Suspension when compared with the other two sample groups.

TABLE 2
SEX BY SAMPLE GROUP

	MALE	FEMALE	TOTAL
Students Assigned to In-School Suspension	31	17	48
Students Suspended Out-of-School	18	2	20
Students Neither Suspended nor Assigned to In-School Suspension	16	12	28

Table 2 indicates that male students are much more likely to be suspended out-of-school and also more likely to be assigned to In-School Suspension than female students.

TABLE 3

RACE BY SAMPLE GROUP

	BLACK NOT OF HISPANIC ORIGIN	WHITE NOT OF HISPANIC ORIGIN	HISPANIC	NATIVE AMERICAN/ ALASKAN NATIVE	ASIAN PACIFIC ISLANDER	TOTAL
Students Assigned to In-School Suspension	7	39	1	---	1	48
Students Suspended Out-of-School	2	18	---	---	---	20
Students Neither Suspended nor Assigned to In-School Suspension	4	25	---	---	---	29

In Table 3, no evidence of disproportionate assignment or suspension is presented. Total district population is 90 percent nonminority and 10 percent minority. Total school population at this site is 85 percent nonminority and 15 percent minority. Very little variation from district and school figures is noted.

TABLE 4

SAMPLE GROUP BY GRADE RETENTION

	Students Assigned to In-School Suspension	Students Suspended Out-of-School	Students Neither Suspended nor Assigned to In-School Suspension
Repeated a Grade	6	7	3
Promoted in Sequence	26	8	11
Total	32	15	14

While the quality of the data in Table 4 is poor, it does seem to indicate that students who have been suspended out-of-school are more likely to have repeated a grade at some time in their academic career.

TABLE 5

SAMPLE GROUP BY GRADES

	Students Assigned to In-School Suspension	Students Suspended Out-of-School	Students Neither Suspended nor Assigned to In-School Suspension
0-2.0	35	23	8
2.0-4.0	37	8	15
4.0-6.0	17	4	18
6.0-8.0	5	0	19
Total	94	35	60

There were two marking periods during the school year available in student records at this site. If all students remained in school all year, data should have shown a student X grade matrix of 96, 40 and 60 cells for the three sample groups (48 students X 2 marking periods, 20 X 2 and 30 X 2). The cell value given in Table 5 represents the actual number of cells in which data were found. An eight point grading system is used at the high school, and reported grades were collapsed into four categories with zero representing the lowest possible grade and 8.0 representing the highest possible grade.

The contrast in academic abilities among the groups is apparent from Table 5. Students in this school are homogeneously grouped, but the data on grouping were incomplete making it impossible to determine the effect of grouping on grades and sample groups.

TABLE 6

CHI-SQUARE VALUES FOR HIGH SCHOOL SITE

TABLE	2	df	λy	λx	Ty	Tx
GRADE LEVEL BY SAMPLE GROUP	18.657	4	—	—	.0313	.0314
SEX BY SAMPLE GROUP	34.261	4	—	—	.0944	.0576
RACE BY SAMPLE GROUP	9.182	6	—	—	.0068	.0154
SAMPLE GROUP BY GRADE RETENTION	20.171	2	—	—	.0889	.0611
SAMPLE GROUP BY GRADES	96.673	6	—	—	.1095	.1632

The chi square (X^2) test for independent samples was used to analyze by sample group for grade level, sex, race, grade retention and grade point average. Alpha (α) was set at .05 for rejection of the null hypotheses of independent measures. All of the reported X^2 values in Table 4 are significant at the .05 level providing evidence of independence between samples and a dependent relationship between the two variables. To obtain a more meaningful statistic on the strength of association between the samples, asymmetric lambdas (λ) and taus (T) were computed. Both are proportional-reduction-in error (PRE) measures which indicate the reduction in error in predicting one variable from the other. Values of λ and T range from 0 to 1 with 0 indicating total independence and 1 implying total dependence of two variables in a contingency table. As a general rule, the greater the variation in both the dependent and independent variable, the greater the numerical value of association. Tau is used when there is wide variation within the contingency table because it is less sensitive to this variation.

As can be seen from Table 5, all the preceding tables show dependence between the two tabled variables. The strength of the association, however, must be considered low. Knowledge of one variable in the table does not greatly reduce error in predicting values for the other variable. For example, knowledge of the sex of the student results in a 9 percent reduction in error in predicting student group membership (i.e., assigned to In-School Suspension, suspended out-of-school, neither suspended nor assigned). Conversely, knowledge of student group membership results in a 5 percent reduction in predictive error for sex of the student.

Student attendance did vary among the three sample groups of students. For students assigned to In-School Suspension the range of absences was from 0-28 days with a mean of 7.860 days, absences for students suspended out-of-school ranged from 0-23 days with a mean of 8.672 days and for students neither suspended nor assigned a range of 0-27 days with a mean of 4.950 days existed.

Data on reasons for suspension and In-School Suspension assignment tend to substantiate that attendance infractions are viewed as a serious discipline problem in this school. Major reasons for suspension, as gathered from the records, show that drug use was cited in seven percent of the sample group, truancy and tardiness in five percent and arguments with teachers and administrators (verbal conflict) in three percent of the sampled records. Truancy and tardiness was the major reason cited for assignment to In-School Suspension in 29 percent of the sample group, ciagarette smoking in 20 percent and classroom misbehavior problems (e.g., talking out of turn, cursing, cheating, etc.) in 10 percent of the sampled records. Program statistics from In-School Suspension verify the sample data. Responses to the parent descriptive survey were too few to be meaningful. However, those parents who did respond perceived violence, being late for school, vandalism and drugs as the most serious discipline problems in the school. Teacher responses to the descriptive survey identified misbehavior in class, being late for school and disrespect for others as serious discipline problems, while student perceptions, as determined by the descriptive survey responses, ranked smoking, drugs and class cutting as the most serious discipline problems at the high school.

Repeated suspensions data indicate that two percent of the sample had been suspended two times, none had been suspended three times and four percent had notations indicating suspension more than three times. The apparent discrepancy in the data may be caused by a yearly purging of specific information on suspensions. Data on rates of repeated assignments to In-School Suspension show that 33 percent of the sample group had been assigned two times, 15 percent had been assigned three times and 8 percent had been assigned more than three times. Program statistics on In-School Suspension verify these data.

Evidence of due process procedures was available in all records sampled for suspended students and in all but three of the records sampled for assigned students. Multiple types of evidence were available in each record which indicate that standard due process procedures exist in this school. Such procedures include a telephone contact with parent(s), an oral hearing (for suspended students), awareness of the right to legal or adult representation at an oral hearing and some kind of written record, but not necessarily a verbatim transcript showing the final decision and the reasons upon which the decision was based. Data on personal contacts with parents substantiate the evidence of due process. All parents of assigned and suspended students were contacted by telephone, letter and interview, while only 7 percent of the records of students neither suspended nor assigned showed evidence of personal contact with parents.

Finally, an analysis of responses to a multiple adjective checklist used to describe an average or assigned student and gathered from the teacher and student descriptive surveys indicates that at this high school average students are viewed as "able" and "outgoing" by both teachers and students. Both groups also agree that the assigned student is "disruptive, lazy and rebellious." Interestingly, students view both average and assigned students as "loud, lazy and disruptive." Interviews with assigned students found perceptions that varied from no stigma attached to In-School Suspension assignment to both positive and negative reactions from other students.

Junior High School Site

Data collection procedures resulted in a set of students assigned to In-School Suspension ($N \leq 50$), a set of students suspended out-of-school ($N \leq 25$) and a set of students neither suspended nor assigned to In-School Suspension ($N \leq 25$). Missing data from this site pertained to conduct marks and tardiness. Incomplete data or data of poor quality pertained to homogeneous grouping and student grades. Ninety-six percent of the sample students were enrolled at the beginning of the year, but population mobility in the community and the reorganization of the school from double sessions to a single session after a new middle school was opened may have affected the quality of the data and the sampling procedures.

Findings from the three student sample groups at this site are reported in tables. The variables reported are:

- Grade Level
- Sex
- Race
- Grade Retention
- Grade Point Average

Statistical tests and comparisons are presented on all tabled data.

TABLE 7

GRADE LEVEL BY SAMPLE GROUP

	GRADE IN 1978-79			
	7	8	9	Total
Students Assigned to In-School Suspension	11	31	8	50
Students Suspended Out-of-School	2	11	12	25
Students Neither Suspended nor Assigned to In-School Suspension	8	13	4	25

Table 7 shows the grade level distribution for those students included in the three sample sets. Ninth grade students were more likely to be suspended out-of-school than were seventh and eighth grade students.

TABLE 8

SEX BY SAMPLE GROUP

	Male	Female	Total
Students Assigned to In-School Suspension	34	15	49
Students Suspended Out-of-School	22	3	25
Students Neither Suspended nor Assigned to In-School Suspension	7	18	25

Table 8 indicates that male students are much more likely to be assigned to In-School Suspension and/or suspended out-of-school than female students.

TABLE 9

RACE BY SAMPLE GROUP

	BLACK NOT OF HISPANIC ORIGIN	WHITE NOT OF HISPANIC ORIGIN	HISPANIC	NATIVE AMERICAN/ ALASKAN NATIVE	ASIAN/ PACIFIC ISLANDER	TOTAL
Students Assigned to In-School Suspension	12	36	--	--	--	48
Students Suspended Out-of-School	2	22	1	--	--	25
Students Neither Suspended nor Assigned to In-School Suspension	3	22	--	--	--	25

Table 9, provides no evidence of disproportionate suspension. Of the total records sampled, 80 percent were nonminority and 18 percent were minority students. Minority students assigned to In-School Suspension represented 25 percent of the sample group, a proportion slightly higher than the total of the three sample groups.

TABLE 10

SAMPLE GROUP BY GRADE RETENTION

	Students Assigned to In-School Suspension	Students Suspended Out-of-School	Students Neither Suspended nor Assigned to In-School Suspension
Repeated a Grade	3	14	2
Promoted in Sequence	45	11	23
Total	48	25	25

Data from Table 10 indicate that students who have been suspended out-of-school are much more likely to have repeated a grade at some time during their academic career. Of the nineteen students who had repeated a grade, ten were either repeating a grade during 1978-79 or were to repeat the grade in 1979-80. Five of the nineteen had repeated a grade more than once.

TABLE 11

SAMPLE GROUP BY GRADES

	Students Assigned to In-School Suspension	Students Suspended Out-of-School	Students Neither Suspended nor Assigned to In-School Suspension
0-1.0	37	21	10
1.0-2.0	31	6	13
2.0-3.0	7	2	11
3.0-4.0	1	0	7
Total	76	29	41

There were two marking periods during the school year available in student records at this site. A student X grade matrix of 100,50 and 50 cells (50 students X 2 marking periods, 25 X 2 and 25 X 2) should have provided data for the three sample groups if all students had remained in school all year. The cell value given in Table 11 represents the actual number of cells in which data were found. A four point grading system is used at the junior high school with zero representing the lowest possible grade and 4.0 representing the highest possible grade.

The contrast in academic abilities among the groups is apparent from Table 5. Students are also grouped homogeneously at this site, but again, incomplete data made it impossible to use the grouping factor in analyzing the data.

TABLE 12

CHI-SQUARE VALUES FOR JUNIOR HIGH SCHOOL SITE

TABLE	2	df	λy	λx	$T y$	$T x$
GRADE LEVEL BY SAMPLE GROUP	42.753	4	--	--	.0622	.0713
SEX BY SAMPLE GROUP	57.416	2	--	--	.2297	.0948
RACE BY SAMPLE GROUP	19.880	4	--	--	.0338	.0331
SAMPLE GROUP BY GRADE RETENTION	73.143	2	--	--	.3035	.1864
SAMPLE GROUP BY GRADES	72.548	4	--	--	.1211	.1234

All χ^2 statistics at this site are again significant at the .05 level. The strength of association may be considered low to moderate in the instance of sample group by grade retention which results in a value of .30 for reduction in error in predicting grade retention through knowledge of group membership.

Student attendance did vary among the three sample groups of students. For students assigned to In-School Suspension the range of absences was from 1-51 days with a mean of 9.977 days, absences for students suspended out-of-school ranged from 2-50 days with a mean of 16.391 days and for studens neither suspended nor assigned, a range of 0-31 days with a mean of 7.450 days existed.

Data on reasons for suspension and In-School Suspension assignment also tend to substantiate that attendance infractions are viewed as a serious discipline problem at this school. Major reasons for suspension, as gathered from the records, indicate that classroom misbehavior problems were cited in 6 percent of the suspension, truancy and tardiness in 5 percent and other reasons in 3 percent of student suspensions. Reasons for In-School Suspension assignment were other in 23 percent of the assignments, truancy and tardiness in 16 percent and classroom misbehavior problems in 14 percent of student assignments. No program statistics were available at this site for comparative purposes. While responses to the parent descriptive survey at this site were too few to be analyzed, those parent(s) who did respond perceived drugs, violence and absence from school as the most serious discipline problems at the junior high school. Teacher responses to a descriptive survey identified misbehavior in class, disrespect for others and smoking cigarettes as serious discipline problems. Student perceptions, as determined by responses to the descriptive survey, ranked drugs, smoking and violence as the most serious discipline problems.

Repeated suspensions data at this site indicate that 13 percent of the sample group had been suspended two times, 5 percent had been suspended three times and 9 percent had notations indicating suspension more than three times. Removal of specific information on suspensions from student records may be a factor in an apparent data discrepancy. Data on rates of repeated assignments to In-School Suspension show that 41 percent of the sample group had been assigned two times, 20 percent had been assigned three times and 18 percent had been assigned more than three times. No program statistics were available at this site to verify these data.

Evidence of due process procedures and data on personal contacts with parent(s) confirmed that standard due process procedures in the district are followed at this site.

Multiple adjective checklist responses used to describe an average or assigned student and gathered from teacher and student descriptive surveys indicate that teachers and students agree that the average student at this school is "able" and "loud." "Disruptive" and "lazy" were the descriptors chosen by both groups as most characteristic of assigned students. Interestingly, teachers also viewed the average student as "lazy" and students viewed the assigned students as "loud." Interviews with students assigned to In-School Suspension detected no perceptions of a stigma attached to assignment by other students.

V. SITE OBSERVATIONS

School #1

School #1 is a high school housing grades 10 through 12. It was opened in 1962, and a two-story wing was added in 1967. It is located in a fringe area of School District C that is more rural and undeveloped than other areas of the District. Most students are bused to the School unless a special permit to drive has been obtained from the Assistant Principal. During peak enrollemnt years, the student population totaled approximately 3,000 students. With the opening of a new high school in District C in 1979-80, enrollment totaled approximately 1700 students at the beginning of the 1979-80 school year. Approximately eighty-five percent of the student population is nonminority and fifteen percent is minority. The faculty totals ninety-seven in number and is quite stable with very few positions open for employment. The District does have a teachers' organization, but by state law, collective bargaining is not allowed. In 1972, School #1 experienced racial difficulties, and a new Principal was assigned to the School. The same Principal has remained at the School for eight years.

Discipline Procedures

The administrative team of School #1 consists of the Principal and two Assistant Principals. One Assistant Principal meets with all students referred for attendance-related disciplinary infractions. The other Assistant Principal meets with all students referred for behavioral disciplinary infractions. The Principal consults informally with the Assistant Principals and determines action to be taken on recommended out-of-school suspension and expulsions. The Principal at School #1 functions with an "open door" philosophy of administration and encourages all students to share their concerns with the administration at any time.

The code of conduct developed for the School cites violations and possible consequences for such actions as disrespect, leaving school grounds, malicious destruction of property, possession of tobacco and smoking, theft, cheating and dishonesty, damaging school property, fighting, profanity, and substance use, possession, or selling. A positive statement on appearance and attendance-related matters is also included. The code was developed by the administrative staff and reviewed by the School Advisory Committee of parents, the District Board of Education, students, and staff. Each year the code is printed in student folders and distributed to the entire student body.

Teachers are encouraged to use effective classroom management techniques and use referral to the office as a last resort. The disciplinary referral form used in School #1 includes student-teacher identification information, the reason for referral, previous action taken by the teacher, a description of the referral incident, and the administrative action taken. Referral forms are tracked by individual teacher and if problems become apparent, the Principal or Assistant Principal will observe classes and meet with the teacher and/or students to develop solutions to the problems. Referral forms are filed in student folders kept by the School Registrar and destroyed at the end of each school year. The Assistant Principals keep a central file of students referred for behavior or attendance on index cards.

Disciplinary options available in School #1 are:

(1) work-detail;

(2) conference with parents;

(3) in-school suspension;

(4) out-of-school suspension;

(5) referral to Pupil Personnel for reassignment or expulsion.

Minimum assignment to In-School Suspension is one day, and maximum assignment is three days. If a student is assigned to in-school or out-of-school suspension, the parents are contacted by phone and a follow-up form is mailed which specifies the length of assignment, the reason(s) for assignment, and readmittance requirements. Teachers are assigned calling duty on absences as part of their work assignment. Three periods per day are set aside for absence calls. Warning letters are sent to parents when absences have reached 10 for a semester course and 25 for a year-long course, and denial of credit notices are sent when the sixteeth absence in a semester course and the thirty-first absence in a year long course occur. Most substance offenses, other than possession, and serious fighting are automatic out-of-school suspensions in School #1. The most common offenses in this school are truancy (skipping school or leaving school without permission) and smoking. The first offense in these categories results in a one day in-school suspension, the second offense in two days, the third offense in three days, and any subsequent offense is referred to the District Pupil Personnel Services.

All but two of the administrators, teachers, and students interviewed in School #1 perceived discipline to be consistent, fair, and equal. The two exceptions felt that honor roll students and athletes were allowed more leeway in behavior and attendance. Three of the students specifically mentioned the Principal as one "who will always listen to you, give you the benefit of the doubt, and help you with your problems."

In-School Suspension Program

The In-School Suspension Program in School #1 is located in a mobile classroom, a large open room, unconnected to the main building. The room is well-lighted but without windows. It is furnished with individual student desks and a desk for the Coordinator. There is a wide variety of learning materials in bookcases and files, and the walls are decorated with appropriate motivational displays. Climate control is furnished by a separate, self-contained unit.

The Coordinator of the In-School Suspension Program has held the position for three years. The Coordinator had prior experience as a teacher of mathematics for four years in School #1 and has studied for an advanced degree in administration.

After a student is assigned to In-School Suspension, the Assistant Principal notifies the Coordinator of the assignment with the Suspension Slip used for parental notification. The last period of each school day is a faculty work period. During this period, the Coordinator distributes a teacher form which requests observational information and educational data on students assigned to In-School Suspension the following day and a listing of classroom assignments that will be missed during the suspension. The faculty work period may also be used for conferences with counselors, teachers and others and for follow-up discussions on students previously suspended who have returned to regular classes.

At the beginning of each school day, the Coordinator reviews the rules and procedures of the In-School Suspension Program and meets individually with newly assigned students to complete a Contract for In-School Suspension. The contract requires completion of the student's description of the incident leading to suspension, a description by the student of the incident from the viewpoint of some other person involved in it, a descriptive dialogue between the student and the parents of the student on the readmittance conference with the Coordinator, Assistant Principal and parents, a description of how the incident might be avoided or handled differently, and a reaction to disciplinary methods used when a lack of self-discipline occurs. Additionally, the student is assigned at least one learning packet chosen by the Coordinator to be appropriate to the reason for referral and the interests, abilities, and needs of the student. Nine learning packets which have exercises dealing with self-discovery, interests, math, English, consumer education, values clarification, employment, and social activities are available.

During the day, the Coordinator confers with each student in the In-School Suspension Program and provides facilitative listening and various counseling techniques as appropriate. The students are escorted to lunch and eat at a time when no other students are in the cafeteria between lunch periods. A five-minute break in the morning and in the afternoon is also supervised by the Coordinator. At the end of the school day, the Coordinator reviews the work accomplished by each student. For those students completing the in-school suspension assignment, an evaluation sheet which includes observations of behavior, attitude, work habits, any problem areas identified and general pertinent comments is completed by the Coordinator. This evaluation form is routed to all teachers of the student and the appropriate guidance counselor. A readmit form is also completed and sent to the Assistant Principal. In School #1, the Coordinator has no flexibility to shorten the length of placement, but additional days of suspension may be added for misbehavior or noncompletion of work.

A monthly and cumulative report is prepared by the Coordinator in School #1 for the Principal. The report includes information on the number of suspensions, total days of suspension, holdover days, average daily attendance, referrals to Pupil Personnel, reasons for suspension, suspensions by grade level, sex, and ethnic group, and suspension recidivism numbers and rates. At the end of the year, comparisons of all the information contained on the monthly and cumulative reports are made with the same data from the previous year.

The In-School Suspension Program in School #1 is perceived as highly successful by all those interviewed. One of the key factors mentioned as contributing to the success of the program in this school was the Coordinator of the Program. The Coordinator was described by administrators and teachers as calm, dignified, consistently fair, and respectful of and respected by students. One student described the Coordinator as one who "really helped me and helped me understand myself - he's my best friend now." All of the students disliked the isolation, constant supervision and escorting, but they agreed, "It makes you think before you do something wrong if it's worth going back there."

The only specific criticism of the Program was mentioned by a student who objected to the emphasis on writing. Other criticisms dealt more generally with the disciplinary code. Students and faculty questioned the effectiveness of any disciplinary procedure on smoking at the high school level. Concern was also expressed that the new attendance code was increasing withdrawals from school. Time spent in the In-School Suspension Program does count as a class absence. Suggestions for improvement included the need for a more private space in the Program room to hold Coordinator-student counseling conferences, a need for a typewriter for students assigned to the Program, and the need for a phone in the In-School Suspension room to facilitate communication with administrators and teachers. Some administrators and students suggested that assignment for a specific period or for less than a full day might be effective for some problems and some students and alleviate problems arising from the new District attendance policy.

School #2

A junior-high school containing grades seven through nine was the second site observed in District C. The total enrollment for the 1979-80 school year was 1600 students, and this school year also marked a return to single sessions after the opening of a new junior high school in this rapidly expanding district. School #2 is located near the administrative center of the city. Students are bused to the school by geographic area rather than by grade level organization; thus after-school detention requires an alternative mode of transportation. The staff consists of 80 to 90 individuals. The mobility or turnover rate of the staff is quite high as compared to School #1. The administrative team of the School consists of the Principal and two Assistant Principals. The Principal and one Assistant were new to this school in the 1979-80 school year.

Discipline Procedures

Disciplinary responsibilities are assigned to one Assistant Principal who handles all behavioral referrals. This Assistant Principal has served as an administrator in District C for eight years, the last four at School #2. He was one of the originators of the In-School Suspension Program in the District, served as an evaluator of the first-year pilot program, and conducted in-service training for new In-School Suspension coordinators during the second year of the program. The other Assistant Principal is responsible for all attendance-related matters.

Since no district policies and procedures are prescribed that require specific sanctions for specific offenses, building administrators/disciplinarians are allowed much discretionary authority. District policies do contain guidelines for administrators on types of offenses that "may" lead to suspension. Within these guidelines, School #2 has developed its own code of conduct and disciplinary procedures. School rules and procedures are printed in the Student Handbook and distributed each year to students and parents. Nine rules are listed covering such violations as disrespect, leaving school without permission, vandalism of school property, substance possession and use, dishonesty, gambling, fighting, weapons and public displays of affection.

When a teacher or other school employee refers a student to the office for a behavioral problem, the Assistant Principal establishes an index card for the student which contains student identification information, the reason for referral and the disposition of the referral. The disposition of the referral is based on the act, the individual's attitude and accumulated offenses. The Assistant Principal has a great deal of latitude in handling most referrals. Drug and alcohol offenses are the only violations requiring an automatic referral to Pupil Personnel Services. Central Office referrals can also occur when the Assistant Principal feels building-based sanctions are not helping the student. Discipline cards are destroyed at the end of each school year.

Disciplinary sanctions in School #2 include:

(1) an administrative warning;

(2) detention;

(3) assignment to In-School Suspension for a number of days determined by the Assistant Principal;

(4) a three day out-of-school suspension assigned by the Assistant Principal with the approval of the Principal;

(5) referral to Pupil Personnel Services for alternative placement, out-of-school suspension for more than three days and/or expulsion.

The Assistant Principal in School #2 rarely assigns out-of-school suspension preferring to use the alternative In-School Suspension program.

When a student is assigned to In-School Suspension, the student is informed of the assignment and the reason for it and given a referral notice sheet which must be signed by the parent(s) and returned to the School the next morning. The referral notice form is followed by a letter mailed to the parent(s) which provides more information and detail on the suspension. Parents are given a choice as to whether the suspension shall be in-school or out-of-school. Out-of-school suspensions for three days or less during

1979-80 were assigned for drinking at a bus stop, fighting and threatening a teacher. Minor attendance-related offenses such as tardiness were formerly punished by assignment to ISS. Now students exhibiting such behavior are assigned detention after school. Continually tardy or truant students can be assigned to In-School Suspension. However, the detention alternative has reduced the large number of ISS referrals. The most common offenses in School #2 are continual disruption, disrespect, fighting, truancy, and smoking.

Perceptions on the administration of discipline of those interviewed in School #2 were in general agreement that discipline was consistent, fair, and equal. One student mentioned that the Assistant Principal in charge of discipline was "fair and always gives you a chance to tell your side of the story." There was some indication that teachers expected discipline to be punitive and harsh and did not feel other methods or administrative procedures were effective if they did not fulfill these expectations.

In-School Suspension Program

The In-School Suspension room in School #2 is a detached classroom located at the rear of the building in a cluster of like classrooms. Approximately 20 feet by 20 feet in size, the room is equipped with 25 student desks, an isolation desk and two desks used by the Coordinator. The room is painted in a light pastel shade and contains windows and a door to the courtyard. Climate control is regulated by an individual unit. Blackboards are available on two walls, and the only wall display is a list of the rules of In-School Suspension. Materials necessary for completion of assigned work such as dictionaries, newspapers, magazines, and other books are available in the room.

The Coordinator of the In-School Suspension program has been a member of the staff in School District C for ten years as a physical education instructor, part-time In-School Suspension Coordinator and full-time Coordinator of ISS. When the program was initiated at School #2 in 1975-76, the school was on double sessions, and two coordinators staffed the program. With the return to a single session in 1979-80, the Coordinator became the only staff person in the program. The Coordinator expressed satisfaction with the position and indicated that the opportunity to work one-to-one with students and teach remedial math skills were the most gratifying activities of the job role.

After assignment to ISS is made, a student either returns to class for the remainder of the day or stays in the office depending upon the referral incident. The Coordinator collects the names of all newly suspended students during the fifth period of each day. The suspended student's schedule is obtained, a work folder is organized appropriate to the offense and ability of the student and notification of suspension is sent to every teacher of the student via the mail system. A standard teacher notification form used throughout the district requests academic information and assignments for students assigned to ISS. These forms rarely seem to be returned in School #2. The student reports directly to the ISS room the morning following assignment.

In-School Suspension operates from 7:55 A.M. to 2:00 P.M. daily, the normal school hours. Students eat lunch from 10:00 A.M. to 10:35 A.M. before the regular student body and have a short restroom break at noon. Upon entering ISS, a student reads the rules of ISS and signs a performance contract specifying work to be accomplished during the assignment period. If regular teachers provide assignments, completion of the classroom work is mandatory before return to regular classes. ISS assignments* take precedence over regular classroom assignments, however, and no credit is earned for completion of the work for regular classes. During the last period of each day, the Coordinator reviews the work of each student, makes observations and comments to the student and talks individually to the student about any relevant problems. At other times during the day, the Coordinator provides assistance as needed while monitoring and controlling the activities of the room.

Social isolation and constant supervision are major features of the program. To enforce these features and maintain strict adherence to the rules of the ISS room, the Coordinator in School #2 has a demerit system. A first infraction of ISS rules results in a warning, and with any further infractions, demerits are assigned. An accumulation of three demerits adds an extra day to the ISS period of assignment. While the Coordinator has the authority to add extra days, the Assistant Principal is notified of the action.

When the assignment period is complete, the Coordinator, student, and, in some cases, the parent(s) meet for an exit interview. Regular teachers supervise the ISS room as a duty assignment for the first and fifth periods of each day to release the Coordinator for exit conferences, planning and required paperwork and notification procedures. No formal follow-up activities are required, but the Coordinator in School #2 does alert guidance counselors to problems of students, provides them with a copy of each student's ISS Progress Report and uses them as resources to assist students and the program. Many contacts are initiated in an informal, follow-up process.

In District C, no reports on In-School Suspension statistics are required at the school or district level. In School #2 the Coordinator does keep a day-to-day account of numbers of students and assignment periods on a desk calendar. Summary reports have sometimes been filed at the end of each year as a matter of information. The Assistant Principal does keep a record by grade level of incidences of assignment to ISS, number of students assigned to ISS, number of students suspended out-of-school for three days or less, number of students referred to Pupil Personnel Services and the number of students referred to the School Board for expulsion. This school does use district-wide forms for the ISS contract, Teacher Notification and Coordinator Progress Report. School #2 developed a specific ISS Report form which is used for parent conferences.

---

*See Appendix for sample assignments

The In-School Suspension program in School #2 is perceived by the Coordinator and administrators as successful. They cite a reduction in the number of repeaters as one criterion of success, but there is no documentation available to prove the reduction. There are perceptions that the overall behavior in the school has improved "somewhat" as a result of the program and that ISS "is a deterrent for some kids." Fewer out-of-school suspensions during 1979-80 were assigned. Teacher perceptions of the program tend to be noncommital with little feedback on the effects of the program. While no negative perceptions of the program were expressed, there was a negative reaction to the paperwork requirements. Student perceptions of ISS vary widely. Some students feel the work is boring and easier than their regular academic work; others found the work to be interesting because "you can express your feelings" and informative because of the emphasis on business math activities such as writing checks and balancing checkbooks. Most of the students mentioned the "prison-like" atmosphere of ISS as a negative factor, but only two students said their dislike of ISS made them think twice before breaking a rule. All of the students agreed that parents supported ISS because "It keeps you in school and they (parents) don't have to worry about you getting into more trouble outside."

A specific criticism of the program mentioned most often by students was that ISS was counted as an absence from class which could not be made up. One student said he would fail his courses this year because of too many absences and zeroes. Another student said, "I have to get three days of 'A' work to balance the '0' I get for one day in ISS." A lack of district coordination of ISS was a concern expressed by administrators. There seems to be little interaction of ISS Coordinators in District C, and "Everyone does what they please." This leads to inconsistency for students in the assignment of extra days for misbehavior and in the type, quality, and quantity of work assigned. There seemed to be confusion and a lack of agreement in School #2 over the purpose of the work assigned in In-School Suspension. While some of those interviewed stressed that ISS work should be relevant to student problems and emphasize basic skills development, others stressed a punitive view stating that students shouldn't like the work so that it would be a deterrent to future misbehavior and assignment to In-School Suspension.

VI. SUMMARY

Findings from the original two-year pilot study of the efficacy of In-School Suspension as an alternative to the traditional suspension out-of-school showed a decrease of 18.6 percent in the suspension rate at the high school and a 9.2 percent decrease in the suspension rate at the junior high school. Thirty-eight percent of students in the experimental schools as compared to seventeen percent of students in the control schools reflected an improved attitude toward school. No significant gains in achievement were noted, and the drop-out rate fluctuated over the years of the study. Although not a planned effect of the study and collection of data, police records did show an 85 percent reduction in daytime vandalism in the areas of the two experimental schools. These indications of success and the supportive attitudes of parents, teachers, and the community resulted in expansion of the In-School Suspension Program to all junior and senior high schools in School District C. Even though formal evaluation studies have not been continued, elements contributing to the continuing success of the program seem apparent.

The Conceptual Foundation of the Model

Extensive research was conducted on disciplinary alternatives and other experimental programs throughout the nation. The results of the research, the assessed needs of the studens and schools in the District, and the climate of the community were considered in the design of the In-School Suspension Program for District C. Implementation of the Program was conducted in phases that allowed formative evaluation data to be used effectively for the improvement and expansion of the Program. The commitment of the District to informed decision-making through planning, implementation, and evaluation has affected other educational efforts such as the Career Development Center and guaranteed the District success in educational programming and support of the community for its schools.

Philosophical Commitment of Staff and Administration

An atmosphere seems to exist in School District C that encourages staff and administrators to develop solutions and responses to perceived and identified needs of the schools and students. Impetus for the In-School Suspension Program arose from the concern of two administrators that traditional out-of-school suspension provided no educational benefits to the school or students. The proposed solution to this problem was carefully researched, designed, implemented, and evaluated. When the Program was deemed successful, information was available to assist administrators and staff in expansion of the Program, but each school was allowed to make decisions on staffing and Program operation to meet the needs of the students in their school. By decentralizing Program decision-making, ownership of, and commitment to the Program principles are assured, and successful attainment of Program goals and objectives is more likely to occur.

Characteristics and Qualifications of Program Staff

The careful consideration and evaluation of characteristics and qualifications needed by Program Coordinators reinforces the view of interviewees that the Coordinator is the key to the success of the In-School Suspension Program. Even though the profile developed informally from the pilot data has never been formally adopted by the District, the successful characteristics and qualities identified are used in screening procedures for new Coordinators by the individual schools. While prior experience in District C and/or the school was cited as a factor in the initial acceptance of the Program by the faculty of the school and the District as a whole, other characteristics and qualities such as consistency, dignity, respect, and counseling knowledge are deemed more crucial to the success of the Program.

Evalution and Data Collection Efforts

Original evaluation studies identified shifts in attitudes and discipline problems in the schools and District C that affected the educational climate. Continuing data collection and analysis by some sites of the Program are useful in determining potential problems and changes that may be needed to improve not only the In-School Suspension Program, but also the regular instructional program. One site experienced a drastic increase in pupils assigned to In-School Suspension for tardiness. As a result of these statistics, faculty meetings were scheduled to discuss the tardy policy in the school, an administrative team conference was held to assess causes of the increase and to orient a new member of the team to the disciplinary philosophy and options of the school, and modifications of assignment practices to In-School Suspension such as a minimum assignment of less than a full day are being considered. Monitoring of the effects of the new attendance policy of District C is also being undertaken through statistical collection and analysis at some sites.

During the course of the intensive study of the In-School Suspension Program, certain areas of concern that may need reevaluation and strengthening were identified through observations and interviews. While the initial pre-service and in-service training were well-planned and comprehensive, a continuing in-service education plan has not been developed. Some follow-up training has been provided at the District level, but a systematic method for studying and disseminating recent research information and identifying new skills and strategies appropriate to the Program has not been implemented.

The original design and guidelines of the Program required close coordination and communication between the Program and the guidance counselors of the school. In at least one of the sites observed, the Coordinator seems to have replaced the counselor and assumed the role of providing counseling services to students in need in the Program. This may be an anomaly specific to that site because of administrative philosophy or ineffectiveness of the guidance services in the particular school. However, a reevaluation of the procedures, guidelines, and objectives relating to counselor participation might be beneficial in sustaining and increasing the effectiveness of the In-School Suspension alternative on student behavior throughout the District.

As originally envisioned, the Program was to affect the regular instructional program in the school through the role of the Coordinator as a resource person to the instructional staff. Insights gained by the Coordinator through working with students with disciplinary problems were to be used to improve classroom management techniques and the disciplinary climate within the school. Coordinators are still described as resource persons, but no specific procedures or responsibilities have been defined or implemented to achieve the resource objective. Successful resource efforts were observed, but they seemed to be the result of the commitment, concern, and personality of the individual Coordinator rather than a program function.

While some efforts have begun to assess the effects of the new District attendance policy on the In-School Suspension program, it may be necessary to design a district-wide evaluation of the policy. Questions needing answers seem to be:

(1) Are students being unduly penalized through counting ISS as an absence?

(2) Should students be allowed to receive credit and grades for regular classroom work while assigned to ISS?

(3) Is ISS contributing to "pushouts" due to academic failure?

(4) Do the original guidelines and procedures of ISS need to be altered as a result of new problems and new district policies?

With the past experience and success of District C in research and evaluation, a further study should pose no problems.

Statistical data and expressions of support from students, teachers, parents, and the community indicate that the In-School Suspension Program in School District C is successful. The success may be summed up better through one of the students interviewed, who after having been assigned to In-School Suspension five times during the 1978-79 school year before expulsion, returned to the high school this year and became an honor roll student. The student attributed this change in behavior to "the help my best friend, (the Coordinator), and the Principal gave me through listening and helping me understand myself."

APPENDIX

Sample Assignments for Average and Remedial Students placed on In-School suspension in District C.

IN-SCHOOL SUSPENSION PACKET 2-A*

During the time you are in I-SS you are expected to work steadily. This packet will tell you what to do. DO NOT WRITE ON THIS PACKET. Put all your work on your own paper or on the worksheets you will be given. Work carefully! Ask for help if you do not understand something. DO NOT SKIP AROUND THROUGH THIS PACKET OF WORK. We want you to do this work in the order in which it is written. Start off each section by writing the heading on your paper.

READING COMPREHENSION

Read a chapter in a book assigned you by the Coordinator. Write a summary of the chapter. Be sure to use your own words. Do not copy from the book.

CURRENCY

You get a summer job that pays you $2.75 an hour. You work 40 hours a week for 10 weeks. How much money will you make?

Get a copy of the TRADING POST from the Coordinator. Pick out a car or a motorcycle that you would like to buy. Did your summer job make you enough money to allow you to buy this car or cycle? If not, find a car or motorcycle you can afford.

Suppose that your new car or cycle needs new tires. You find that tires for it cost $35 each. Can you afford them? Would this job give you enough money to allow you to drive your car or cycle very long?

BUDGET

Suppose you decide to quit school. You find a job working outside (construction, yard work, etc.) that will pay you minimum wage ($2.65 per hour). You can work 5 days each week. How many days is it possible for you to work each year? (52 weeks per year)

How much money could you make if you worked all the time? (8 hours per day, 5 days per week, 52 weeks per year)

People who work outside cannot always work because of the weather. Suppose it rains or snows a total of 30 working days during the year. How much money would you make during the year?

Suppose you are sick 5 days and want to take a 10 day vacation during the year. What would be the total amount of money you could make?

The US Government taxes income. Suppose you must pay 20% of your yearly salary to the Federal Government. And you also must pay 5% of your total salary to the State of .

How much money would you have left to spend at the end of the year, after you deduct the loss from bad weather, illness, vacation, and taxes?

WRITING ABILITY

Write a 500 word theme on the topic: "The Perfect Weekend--From Friday Afternoon To Sunday Night." (Yes! 500 words)

(REMEMBER: WHILE YOU ARE IN THIS ROOM YOU ARE EXPECTED TO WORK AS HARD AS YOU CAN. IF YOU DO NOT WORK STEADILY, OR IF YOU DO NOT FOLLOW DIRECTIONS, YOU MAY BE REQUIRED TO COME BACK FOR AN EXTRA DAY OR TWO.)

*Average Student

PERSONAL PROPERTY

Suppose there was a fire in your home tonight, and you had only 5 minutes to save any or all of your cherished possessions.

List the things you would save, in order of their importance to you. Then, write one sentence about each, giving a reason why you would save this one item.

(REMEMBER: DO NOT WRITE ON THIS PACKET.)

SCHOOL DISCIPLINE

In your own words, explain the meaning of the word DISCIPLINE.

If you were Mr. Chandler, how would you handle the following discipline problems?

1. A student is caught smoking in the restroom.
2. A student fighting with another student.
3. A student is being disruptive in class.
4. A student is running in the hall.
5. A student pushes someone's books out of their hands.
6. A student curses at a teacher.
7. A student talks back to a teacher.
8. A student is caught destroying school property (such as writing on the walls or desks.)
9. A student comes to school after drinking alcohol.
10. A student is caught smoking marijuana in school.
11. A student is truant from school.
12. A student refuses to write punishment work assigned by a teacher.

WRITING ABILITY

Write a 500 word theme on the topic: "My Least Favorite Subjects or Teachers."

MEASUREMENT

Do the BASIC MATH WORKSHEET that you get from the Coordinator.

Use a ruler to measure the length, width, and height of a textbook--(a) in inches; (b) in centimeters.

Figure the volume of the textbook (Volume=length x width x height) (a) in cubic inches; (b) in cubic centimeters

This room is approximately 26½ feet long, 22½ feet wide, and 7½ feet high. Find its volume.

(REMEMBER: FOLLOW THE RULES AND ASK FOR HELP IF YOU NEED IT)

WRITING ABILITY

Write a story about yourself using all of the following words. You can use the words more than once.

1. Happiness
2. Proud
3. Money
4. Best
5. Family
6. Different
7. Sixteen
8. Never
9. Love
10. Future

WAGES

Suppose that you get a job that pays $3.50 per hour, with time-and-a-half for overtime. This means that if you work more than 40 hours in any one week (8 hours per day, 5 days a week) you will be paid 50% more than your regularly salary ($5.25 per hour) When the weather is bad, you do not work. And when you take a vacation, you do not get paid.

The following list shows how many hours you work during each of the 52 weeks in the year.

1. 40
2. 42
3. 45
4. 46
5. 41
6. 40
7. 35
8. 32
9. 44
10. 40
11. 41
12. 35
13. 30
14. 10
15. 25
16. 18
17. 28
18. 34
19. 20
20. 0 (vacation)
21. 0 (vacation)
22. 10
23. 25
24. 35
25. 28
26. 34
27. 40
28. 30
29. 35
30. 25
31. 25
32. 20
33. 35
34. 40
35. 40
36. 40
37. 35
38. 40
39. 44
40. 45
41. 46
42. 47
43. 48
44. 35
45. 44
46. 50
47. 47
48. 43
49. 48
50. 22

Figure out how much money you will make during the year.

WRITING ABILITY

Write a 500 work theme on the topic: " As Soon As I Graduate From High School I Plan To ......"

GRAPHING

Use the following information to make line graphs of the data given. Be as neat as possible. If you do not have graph paper, draw your own graph lines. The Coordinator can give you a ruler.

Temperatures of a Spring Day---

6 a.m. - 60°
7 a.m. - 64°
8 a.m. - 67°
9 a.m. - 71°
10 a.m.- 73°
11 a.m.- 75°
Noon - 78°
1 p.m.-80°
2 p.m.-81°
3 p.m.-83°
4 p.m.-82°
5 p.m.-79°

(continued on next page)

(Graphing, continued)

William kept track of his science test scores for each month of the school year. Make a line graph of his averages.

September - 74%
October - 78%
November - 85%
December - 82%
January - 88%
February - 91%
March - 87%
April - 94%
May - 92%
June - 95%

Pete watched an auto race Saturday and recorded the lap speeds of his favorite driver. Graph the speeds.

Lap 1 - 140 mph
Lap 2 - 140 mph
Lap 3- 143 mph
Lap 4 - 151 mph
Lap 5 - 152 mph
Lap 6 - 150 mph
Lap 7 - 149 mph
Lap 8 - 158 mph
Lap 9 - 156 mph
Lap 10 - 152 mph
Lap 11 - 150 mph
Lap 12 - 140 mph
Lap 13 - 145 mph
Lap 14 - 150 mph
Lap 15 - 170 mph

The number of people who die of lung cancer each year is given below. Graph these data and estimate how many people will die of lung cancer in 1990.

1930 - 2,500
1940 - 7,500
1950 -18,000
1960 -37,500
1970 -61,000
1980 -88,000 (estimated)
1990 - ???

BUSINESS LETTERS

Ask the Coordinator to give you three books from the shelf. Write a letter to each publisher, ordering a copy of each book. The point of this exercise is to see if you can use correct business letter form. If you do not know how to write a business letter, ask for help.

WRITING ABILITY

Write a 500 word theme on the topic: "Three Places I Would Love To Visit."

CHARACTER EVALUATION

Write a brief description (one page) about the thing you like to do best of all.

Write another page about one thing you like to do least of all.

FAMILY LIFE

You have probably read the letters to "Dear Abby" in the paper. Try to answer the following letters like she would.

Dear Abby,
I am 10 years old and am writing to you in desperation. My Mom will not let me pick out my own clothes for school. She says that I'm too young. All my friends pick out their clothes for school. If you tell my Mom it's all right, she'll let me. Sandy

Dear Abby,
I am divorced and have custody of my children. Their mother left us and didn't want to take care of the children. I need to hire a woman to take care of the children. What should I look for in such a woman. Lonely Father

Dear Abby,
Every day I have to tell my kids to pick up their clothes, brush their teeth, and put their books away. You would think by now they would know, but they don't. I have tried yelling, giving stares, and ignoring them. How can I get them to do what they are supposed to do? Angry Mother

Dear Abby,
I have one sister who is pretty and one who is very smart. I have a third sister who is so witty that people laugh the minute she opens her mouth. People look at me as if I've got nothing. I'm beginning to think they are right. I feel dumb, ugly, and sour most of the time. What can I do about myself? Please hurry with your answer. I need your help. Miss "Nobody"

DATING RESPONSIBILITY

Read the following story. Then answer the questions below.

Joyce is a pretty 16-year old who is in her junior year at East Falls High School. Her Prom dance is just two weeks away and Joyce is dying to go. Larry asks her to go, and she accepts even though she doesn't like him. She really wants to go with David, but is afraid he wouldn't ask her.

The next day, David calls and asks her to go to the dance. She is excited, but doesn't know what to say. She tells David she will call him back in an hour.

Should she go with Larry because he asked her first?
Why? or why not?

Should she go with David, whom she really likes? Why, or why not?

If you were Larry and she choose David, how would you feel?

IN-SCHOOL SUSPENSION PACKET 3 -R *

This packet of materials tells you what you are to do today. Follow these rules carefully!

1. Put all your work on your own paper. DO NOT WRITE ON THIS PACKET.
2. Work carefully. Write so we can read it. Use complete sentences. Watch your spelling and grammar.
3. Put the heading of each new section on your paper so we can find it.
4. DO NOT SKIP AROUND in the packet. Start with the first section, then do the second, etc.
5. Ask for help if you need it. If something is too hard, we may be able to give you something else to do in its place.
6. Read the rules of the I-SS room and FOLLOW THEM CAREFULLY.

PUNCTUATION

Copy the following paragraphs. Use capital letters, commas, question marks, quotation marks, and periods to make each sentence correct.

WITHIN THE NEXT FEW YEARS YOU WILL BE FACED WITH THE NEED FOR EARNING A LIVING SCHOOL WILL BE BEHIND YOU AND THE WORLD OF WORK WILL LIE AHEAD WHICH OF THE THOUSANDS AND THOUSANDS OF JOB OPPORTUNITIES WILL YOU CHOOSE

AT FIRST IT MAY SEEM THAT YOU WILL BE ABLE TO CHOOSE ANY CAREER YOU WANT AND YOU DO HAVE AN ALMOST UNLIMITED CHOICE BUT THE CHOICE YOU MAKE AFTER YOU FINISH SCHOOL MAY BE LIMITED BY THE CHOICES YOU MAKE WHILE YOU ARE STILL IN SCHOOL

DURING THE NEXT FEW YEARS YOU WILL HAVE TO MAKE MANY DECISIONS ABOUT WHAT COURSES TO TAKE AND ABOUT HOW MUCH YOU LEARN WHILE TAKING THESE COURSES MAKING THESE DECISIONS WISELY IS A DIFFICULT JOB IT REQUIRES THAT YOU KNOW A LOT ABOUT THE TYPE OF JOB YOU MAY WANT TO CHOOSE LATER IT ALSO REQUIRES THAT YOU KNOW A LOT ABOUT YOURSELF

BASIC ARITHMETIC SURVEY

Work the following problems on your own paper. Copy the problem first. REMEMBER: DO NOT WRITE ON THIS SHEET.

Add:	.78 .24 .99	7.76 6.34 4.29	37.28 99.20 6.08	2.307 1.990 8.363	.07 .09 .06	2.2 3.3 3.3
Subtract:	1.7 - .8	10.05 -1.09	106.80 - 7.09	13.88 -4.99	100 - 3.9	.009 -.008
Multiply:	.07 x .03	10.07 x 1.99	273.9 x .8	34.009 x 1.999	.900 x .009	
Divide:	2) 12.6	23) 4.60	1.5) 15	.02) 444		

CHARACTER EVALUATION

Write a one page essay about someone you dislike. Describe what this person does that bothers you the most. Try to explain why this person acts this way.

SPELLING

Ask the Coordinator for spelling word searches. You may write on these worksheets.

*Remedial Student

BASIC ARITHMETIC--ADDITION

(DO NOT WRITE ON THIS SHEET. Copy each problem on your own paper.)

16.06 14.09	278.019 9.908	178.99 24.09	.0098 .1199	198.99 .01	16.7 29.9
111.9 222.9 333.7	2.6789 9.7778 4.3670	23.457 9.009 2.110	2.0000 8.0000 7.0008	2768.48 488.99 24.00	
1.5 2.8 3.7 4.1	24.98 87.89 24.21 45.98	234.234 897.435 258.589 111.345	10.01 9.09 8.09 7.90	158.0089 987.3809 123.3844 234.9909	

WORD USAGE

Look up each of the following words in a dictionary. Copy all of the definitions given for the word. Then write a sentence using the word correctly.

Access
Excess

An
And

Beat
Beet

Brake
Break

Clothes
Close

Cymbal
Symbol

Due
Do

Flour
Flower

Lead
Led

Loan
Lone

Peace
Piece

Pray
Prey

PERSONAL PROPERTY

Name one big, expensive thing you would like to own someday. (a certain kind of car, an airplane, a big boat, a house, etc.) Try to explain how owning this thing will make you feel about yourself.

BASIC ARITHMETIC--SUBTRACTION

(REMEMBER: DO NOT WRITE ON THIS SHEET. And, be sure you copy each problem onto your paper.)

$13.14 -12.28	$187.98 - 37.99	$2.04 - .27	$10.00 - 5.86	$799.97 - 2.24
$478.90 - 99.99	$109.09 - 29.90	$27.50 -27.34	$88.88 - .89	$10000.00 - 100.00
8976.987 -7998.660	4573.9987 - 37.9999	23.987654 - 3.857640	342.567 -342.566	

(ARE YOU HAVING PROBLEMS? IF SO, ASK FOR HELP. REMEMBER--

YOU MUST NOT SKIP ANYTHING.)

INDEX USAGE

Ask the Coordinator for a copy of Life Science--A Search For Understanding. Look up each of the following words in the INDEX of this book. Find the word in the book. Copy the entire paragraph the word is in. (If the word has more than one page listed for it, use the first page listed.) Read the paragraph you have copied and then write a definition of the word.

1. Endocrine System
2. Distemper
3. Gristle
4. Omnivore
5. Rickets
6. Hypothesis
7. Ichthyology
8. Smog
9. Lockjaw
10. Millipedes

FOLLOWING DIRECTIONS

Copy the In-School Suspension Rules from the board. Are you following each one?

BASIC ARITHMETIC--MULTIPLYING

Ask the Coordinator for a copy of the Multiplication Facts sheet. Fill this out carefully. Then use it to help you solve the following problems. DO NOT WRITE ON THIS PAGE.

$$\begin{array}{r} .7 \\ \underline{.3} \end{array} \quad \begin{array}{r} .9 \\ \underline{.9} \end{array} \quad \begin{array}{r} 7.76 \\ \underline{.07} \end{array} \quad \begin{array}{r} 16.09 \\ \underline{.10} \end{array} \quad \begin{array}{r} 135.99 \\ \underline{.99} \end{array} \quad \begin{array}{r} 27.1 \\ \underline{4.3} \end{array}$$

$$\begin{array}{r} 148 \\ \underline{.3} \end{array} \quad \begin{array}{r} 19.567 \\ \underline{.13} \end{array} \quad \begin{array}{r} 22.234 \\ \underline{.9} \end{array} \quad \begin{array}{r} 27.345 \\ \underline{.97543} \end{array} \quad \begin{array}{r} 24377 \\ \underline{.349} \end{array}$$

$$\begin{array}{r} 24.77 \\ \underline{3} \end{array} \quad \begin{array}{r} 254.9 \\ \underline{120} \end{array} \quad \begin{array}{r} 17.555 \\ \underline{5} \end{array} \quad \begin{array}{r} 1.555 \\ \underline{555} \end{array} \quad \begin{array}{r} 14.367 \\ \underline{.002} \end{array} \quad \begin{array}{r} .0003 \\ \underline{.06} \end{array}$$

PUBLIC PROPERTY

The City of Virginia Beach, the State of Virginia, and the United States Government give you many, many services. List as many of these as you can think of.

Those services are paid for with money collected as taxes. Many people think taxes are too high. They are willing to give up some services if their taxes are lowered. Which of the services in your list would you be willing to give up if taxes were cut? Explain why.

GLOSSARY USAGE

Ask the Coordinator for a copy of Earth Science--A Search For Understanding. Find the Glossary in the back of the book. Look up each of the following words and copy its definition. Then write a sentence using the word correctly. (Your sentences should show that you understand the meaning of each word.)

1. Comet
2. Extinct
3. Solvent
4. Water Table
5. Mammal
6. Amphibian
7. Climate
8. Alloy
9. Fault
10. Weather
11. Monsoon
12. Asteroid
13. Evaporate
14. Jet Stream
15. Sunspot
16. Liter
17. Cascade
18. Abrasion

BASIC ARITHMETIC--DIVISION

All of the following problems are division problems. But your Multiplication Facts sheet will help you solve them. If you don't know how, ask for help. DO NOT WRITE ON THIS SHEET. Copy each problem onto your own paper.

$6\overline{)\,480}$ $12\overline{)\,480}$ $7\overline{)\,847}$ $6\overline{)\,168}$

$5\overline{)\,0.25}$ $10\overline{)\,100.00}$ $3\overline{)\,36.9}$ $12\overline{)\,1.44}$

$2.4\overline{)\,576}$ $1.2\overline{)\,108}$ $1.4\overline{)\,154}$ $2.1\overline{)\,693}$

$2.8\overline{)\,53.2}$ $1.11\overline{)\,10.989}$ $7.5\overline{)\,7.50}$ $.02\overline{)\,.15}$

CHARACTER ANALYSIS

All of us do things that irritate other people sometimes. Think back to the last time you did something that made your parents, a teacher, or a friend angry at you. Describe what you did. Try to explain why you acted the way you did. Did you act that way on purpose or was it an accident? Have you ever tried to irritate someone? If so, describe what happened.

THINKING ABOUT THE FUTURE

Try to think of what you would like your life to be like 10 or 15 years from now. What kind of a job would you like to have? How would you like to be living? How much money would you like to have?

Write a short description of what you will have to do to get the kind of life you just described. Will you have to go to school to learn any special skills?

DISTRICT D, E, F

I. INTRODUCTION

This case study differs somewhat from the others reported in this Volume. Here we examine a basic program—In-School Suspension— which has been in existence in District D since 1972. However, in addition to the basic District D program, the dissemination and implementation of the program to two other districts--E and F--located in the same general area as District D were studied. Researchers hoped to collect data on the program adoption process in the latter two districts. The In-School Suspension Program--or In-School Referral Program as it is called in District E--has been in existence for one year in both districts.

Setting

All three districts may be considered suburbs. Two--D and E—are geographically small and are experiencing declining enrollment. District F is the farthest removed from the city, covers a relatively large area, and is experiencing growth in student population. All three districts fall in the 3,000 to 7,000 student population range; have budgets (1979-80) of approximately $10 million; and have secondary school staffs of approximately 100 teachers. All buildings visited had a resident principal and at least one assistant principal.

Each of the districts is mostly white (98%) and all would fall within the category "middle class." Two of the districts—D and E—have highly stable teacher populations. In district D, for example, there is no staff member with less than 12 years seniority, with the exception of the In-School Suspension Coordinator, who has been with the district for eight years.

In this case study, the In-School Suspension Program in District D will be discussed in detail. Descriptions of the program in Districts E and F will emphasize a comparison to the original program in District D.

II. DISCIPLINE POLICIES

Discipline at the District Level (District D)

Section 10.70 of District D's Policy Manual contains the following guidelines on student discipline:

> Student Discipline: Students are responsible for complying with rules and regulations of the School District and the instructions of School District personnel, and for accepting the authority of the faculty and School District officials on school property and at school-sponsored, off-campus events. Failure to meet these responsibilities will

> be cause for disciplinary action. Each teacher is expected to deal with the majority of problems which arise in their classroom. The use of physical force as punishment is not allowed except when written consent of parent or guardian is on file with principal. However, reasonable restraint of a student may be used when necessary to prevent disruption of the classroom and/or to protect the safety of students or staff members. (p. 121)

In addition to restrictions on physical force, teachers are also prohibited from using grade reduction as punishment (Section 10.704; p. 122). Disciplinary options available to staff include:

- Detention (10.701)
- In-School Suspension (10.7021)
- Out-of-School Suspension (10.7022)
- Student Expulsion (10.703)

Specific proscribed actions mentioned in the Policy Manual are vandalism (10.632), misconduct on school buses (10.633), smoking, which is also against state law (10.634), chemical involvement (10.635), possession of a dangerous weapon (10.636), and student strikes/disruptions (10.69).

Section 10.6 of the manual, and more specifically, subsection 10.61 address the general issue of student due process rights. A four step review process is outlined in cases of student dissatisfaction that moves from the teacher, through the building administration and superintendent to, if necessary, the Board of Education.

Relative to In-School Suspension, District D's Policy Manual reads as follows:

> In-School Suspension: Secondary students who violate school regulations may be assigned in-school suspension as a disciplinary action. Students will be required to remain in the In-school suspension room for a designated period of time and will be expected to complete assigned class work during the time. The right to return to the regular school schedule will be earned by meeting specified time, behavioral and academic requirements. (10.7021); p. 121)

Discipline at the Building Level. (District D)

Within the context of the Board Policy Manual, each building sets up specific standards of behavior. Expectations relative to discipline are communicated to students in school folders or handbooks which are given to each student during the opening week of school.

The amount of information provided to students varies. For example, one of the junior high schools in District D lists in the student handbook specific offenses and the minimum disciplinary action attached to each (p. 21).

ISS is the designated initial sanction for smoking and chemical abuse. It represents one of a range of responses for theft, vandalism, fighting, fireworks, dangerous items, disobedience, and defiance. The second junior high school refers to the ISS only as punishment for violation of the no-smoking policy.

The high school issues a folder to each new student. In addition to briefly describing the ISS--which is housed at the high school--the folder also details ISS sanctions for tobacco, alcohol, other illegal drugs, and severe discipline problems. The procedures of the ISS are briefly described, and the legitimate alternative of out-of-school suspension is presented briefly.

As far as is known, none of the three buildings holds a discipline assembly at any time during the school year. There are no other discipline related programs in operation in District D. There is, however, extensive use of after school detention as an initial punishment for a wide range of misbehaviors.

III. THE PROGRAM

District D was selected for inclusion as a principal Phase II site because of the influence that the program has had on in-school alternatives to suspension in surrounding districts. Another factor that weighed heavily in the selection was the relatively low-cost of the ISS program which is totally funded out of district resources. It was thought that District D might serve as a realistic model for other moderately sized districts.

Finally, there existed an opportunity to study other districts who had adopted the ISS model and to form some initial opinions about the transportability of the program.

Data Sources for the Study

District D was visited by a study team member for five days in April, 1980. Four days were spent at District E and two days at District F, in April and May of that year. While in each district, printed material was reviewed and interviews were conducted with students who had been assigned to the In-School Suspension (ISS) Program as well as with students who had no experience in ISS. The program was observed, and extensive discussions were held with each program coordinator and building administrator. Finally, data were collected from a sample of students, teachers, and parents of ISS students through short questionnaires. Selected data elements were extracted from a systematic sample of students records (in District D only) that included:

(a) students who had been assigned to ISS

(b) students who had been suspended out-of-school

(c) students who had been neither assigned to the ISS nor suspended out-of-school.

Data extraction was performed by school district employees to contractor specifications. Contingency or correlational analyses of the data were performed as appropriate.

Goals and Objectives of the Program

The goal of in-school suspension is to provide a constructive alternative to out-of-school suspension as a sanction for certain student disciplinary problems. Basic principles of the program include earning one's return to the regular school program and basing re-entry into the regular program on the student's personal reactions (Proposed to the Board for a Program of In-School Suspension, Adopted August 8, 1972).

The initial proposal also saw in-school suspension as an opportunity for program staff to provide positive guidance and role modeling for students having disciplinary problems. Finally, the designers of the program saw temporary removal of the student from the school's social life as a strong disincentive for repeated misbehavior.

There were no explicitly stated program objectives found in any of the program documentation reviewed in District D. It was, however, quite clearly inferred that reduction in the number of students suspended was a primary objective. The type and frequency of specific offenses and the relationship of such figures to in-school suspension is only rarely dealt with directly in district or program reports. It does appear, however, that initially the ISS was established primarily to handle smoking as the most frequent offense.

This situation had changed somewhat during the 1979-80 school year when, up through the time of the site visit in April, 122 high school students had been assigned to the ISS. More than half of these assignments were for truancy. It is interesting to note that assignment to the ISS as a penalty for excessive absence is not mentioned in the folder issued to all high school students.

Program History

In-School Suspension (ISS) began at the senior high school in District D on an experimental basis during the 1972-73 school year. Prior to that time, out-of-school supension was the response to many disciplinary problems. The current ISS supervisor was hired at the time this experiment was begun. During the preceding school year, approximately eighty students had been suspended out-of-school, mostly for smoking. Seven of these students were suspended twice. During the first year of ISS, 147 in-school suspensions were meted out--132 for smoking and the remaining fifteen for either alcohol or drugs. It appears that, from its inception, ISS has been used as the common suspension in all but the most extreme cases.

During the 1973-74 school year the ISS program was extended to the two junior high schools. However, given the small size of the district, the program was housed in a single location--the senior high school. This configuration remained up through the time the site visit was conducted.

The junior high "experiment" was reviewed in early 1974. Following are excerpts from the memoranda written by the various administrators involved with the ISS program.

- Assistant Principal: Junior High School 1

  Student response: Students generally prefer being sent home because of the freedom from supervision it affords in most cases. However, some have expressed some satisfaction that they were able to keep up with the class work and not get behind while in In-School Suspension.

  Staff response: While the making out of assignments, and in some cases special assignments, has required extra effort on the part of the teacher, the consensus seems to be a positive one; that the program is needed and is good.

  Parental response: The parents of students who have been placed in in-school suspension have expressed approval for the program in conferences held with them at the time of assignment to in-school suspension. They approve of the idea of direct supervision and the provision for keeping up with class work. Only one parent had reservations about her student being sent to the senior high.

  During the reporting period--from November 1, 1973 to January 29, 1974--seventeen students for Building 1 were sent to ISS. There were six repeaters. The average stay for all students was just over four days. Most were sent up for smoking.

- Assistant Principal: Junior High School 2

  In the reporting period 8 students were suspended to the ISS program and there were no repeaters. This compares with 18 students and 5 repeaters for the corresponding period in the 1972-73 school year.

  The in-school suspension room offers an alternatative when dealing with student discipline problems . . . instead of placing the suspended student on the street or "on vacation" in the home, it places the student in a different school environment where he earns the right to return to the regular school day by completion of certain specific assignments.

> Parents are generally favorable to use of the in-school suspension room. One unfavorable comment dealt with transportation and the "razzing" received by the junior high student on the senior high bus. This is a legitimate shortcoming; however the parent can provide the transportation and in this case the student would have been unsupervised at home if he had not been in the in-school suspension.

Based on the junior high school experience during the experimental period, the program has continued with students from the two junior high schools being suspended into the ISS program located at the senior high instead of being suspended out of school. Table 1 provides more statistics on in-school suspension at the high school in District D from 1972-73 through the year the district was visited by the study team.

Data on students assigned to the ISS from the two junior high schools in District D were only collected for the 1979-80 school year. In contrast to the figures reported in Table 1, junior high school students tended to receive most of their in-school suspension assignments for failure to attend detention (18%), behavior problems (12%), and truancy/attendance problems (14%). Unlike the high school, of the 71 reported assignments to ISS from one of the junior high schools, only three involved smoking. None involved the use of drugs.

In summary, the staff and structure of the In-School Suspension program in District D has remained stable from its inception to the present. Its stability has extended from the actual program through the staff.

The pattern of offenses for which students have been assigned to the ISS, however, has changed from smoking to truancies. Since without ISS most of the truant students would have been suspended out-of-school, the value of the program both from an educational/programmatic and common sense point of view can readily be seen.

Program Staffing

The In-School Suspension program is staffed by a full-time male teacher who was specifically hired at the beginning of the program. This individual holds a state teaching certification and also serves as an assistant football coach in the district. There are no regular support staff to cover for the teacher when it is necessary for him to be out of the room. A system has informally evolved that utilizes students from the football team to provide supervisory coverage. During our site visit we observed two instances where students were left in charge of their peers in ISS. While control was maintained, we feel the procedure raises some interesting considerations relative to the district's liability in the event that any problem arose between the student left in charge and the students assigned to the ISS. The room, however, is located in a corridor adjacent to other

TABLE 1

DISTRICT D: HIGH SCHOOL
IN-SCHOOL SUSPENSION FIGURES
1972-73 to 1979-80

	72-73	73-74	74-75	75-76	76-77	77-78	78-79	79-* 80
BOYS	(87)		(68)	(44)	(64)	(87)	(113)	
GRADE 10	32		25	28	27	45	34	Data
GRADE 11	39		24	17	27	30	46	
GRADE 12	16		19	21	10	12	33	not
GIRLS	(60)		(30)	(19)	(20)	(80)	(65)	
GRADE 10	35		17	12	6	56	19	Avail-
GRADE 11	16		7	6	11	15	36	able
GRADE 12	9		6	1	3	9	10	
TOTAL	147	173	98	83	84	167	178	122*
DEPARTURES								
SECOND TIME	26	23	8	8	7	25	33	Data
THIRD TIME	6	1	—	1	1	9	10	not
FOURTH TIME	1	—	—	—	1	5	3	Avail-
FIFTH TIME +	1	—	—	—	1	6	8	able
REASONS FOR ISS								
ASSESSMENT								
SMOKING	132	141	82	67	50	53	30	15
ALCOHOL	9	9	7	2	16	3	7	5
DRUGS	6	10	2	8	6	7	3	2
FIGHTING	—	—	—	—	—	—	10	11
TRUANCIES	—	—	1	—	—	76	99	70
BEHAVIOR	—	—	—	—	—	—	15	5
PROBLEMS	—	—	—	—	—	—	—	—
VANDALISM	—	—	—	—	—	—	14	1
THEFT	—	—	—	—	—	5	—	—
SCHOOL AND								
DISCIPLINE PROBLEMS	—	13	6	6	12	23	—	—
NOT GOING TO								
DETENTION	—	—	—	—	—	—	—	5
MISCELLANEOUS	—	—	—	—	—	—	—	7

* Figures through April 28, 1980

classrooms, and it may be assumed that other teachers would be immediately available if a crisis arose in the absence of the ISS coordinator. There are also times when the ISS coordinator calls upon other teachers in adjacent classrooms to take over short-term supervision of the room in his absence.

In the initial proposal presented to the school board in 1972, a section implies that personnel from the community were to be involved in the supervision of students assigned to the In-School Suspension room. These individuals were to assist the student through:

- Developing a trust relationship with an adult by demonstrating understanding and acceptance within realistic social and educational limitations;
- Serving as a model of a responsible, mature adult;
- Assisting the student in identification of frustrations so that they might be resolved;
- Serving as a personal liaison between the school faculty, administration, and the student;
- Serving as a major decisionmaker relative to student reentry into the regular school program; and
- Consulting with a counselor concerning the student's daily progress and problems in the ISS program.

It does not appear that this component of the program was ever implemented.

The current ISS coordinator is seen by many of the students and teachers interviewed as an advocate for students assigned to the ISS. In a discussion with one of the assistant principals at the high school, one of the current program coordinator's strengths identified was knowledge of teacher style and the seriousness of various offenses in the context of school and community norms. This information permits the coordinator to mediate between students, faculty, and parents very effectively. Another unique role of this coordinator is evidenced in the fact that the school psychologist often contacts him for information on particular students experiencing discipline problems who have been assigned to her for counseling.

The students have a variety of reactions to the ISS coordinator's style. From observation of the ISS room, it appears that the individual in charge attempts to affect an almost "drill sergant" style. This appears to bother junior high school students in particular. One student commented that the gentleman in charge "makes you feel like you're in prison." Another student commented that being in ISS is just like "being in the Marines."

Some high school students assigned to ISS had a more positive view. One commented that the coordinator took a personal interest in her progress both during and after her assignment to the ISS. As an example the student cited the fact that the coordinator: "meets me in the hall, walks me to my class and told me a number of times if I have any problems I can call him." The student also commented that the coordinator frequently asks about her family. The coordinator is able to do this effectively because of the size of the community and his tenure in it for the last eight years.

District Level Support

The ISS program is provided one regular size classroom at the end of the corridor on the second floor of the high school building. The room is equipped with those things you might expect to find in a regular classroom. Tranportation of students at the two junior high schools to and from ISS is the responsibility of the building principals and is not handled by the district. A part-time secretary is available to support the coordinator in typing and filing, but this is as much a function of his position as assistant football coach as it is his position as coordinator of the ISS program.

In the interest of isolating students in the ISS from the regular student body--a part of the punitive aspect of the program--it is necessary for students to eat lunch in the cafeteria by themselves prior to the first regularly scheduled lunch period. The coordinator or another teacher must supervise the students. This is another minor source of resource support.

Physical Space

The In-School Suspension room is located in a regular classroom with a capacity of approximately 25 students. The room is located on the exterior side of the building at the end of a corridor on the second floor. Adequate lights, heating, and ventillation are provided. The room is set up as a traditional classroom with four parallel rows of desks to seat 12 students and carrel space for an additional 13 students facing the front and back walls of the classroom. Strict silence is required at all times in the room. Students who do not maintain silence are assigned to one of the study carrels where they become slightly more isolated from other students in the room.

This ISS room is painted an institutional pastel and has an asbestos tile floor and acoustical tile drop ceiling. A number of bookshelves are scattered throughout the room. They contain books, dictionaries, and materials the supervisor can assign to students who don't have work or who have completed their required assignments.

Students are given the privilege of having a radio at the front of the room tuned to a popular music station. However, this privilege is often revoked when students misbehave.

The telephone is a significant piece of equipment in the ISS room. This telephone permits the coordinator to contact the office, parents, and other staff without leaving the room. It also permits direct access by individuals to the ISS coordinator. For example, during our observation of the room, a man called the coordinator to discuss his daughter who had formerly been assigned to the ISS and who had recently chosen not to return to finish her high school education. The ISS coordinator agreed to talk to the girl.

Controls placed on ISS students include escorting them to and from the restroom once each morning and afternoon. They are also escorted by the ISS coordinator to the cafeteria for a segregated lunch period prior to the beginning of regularly scheduled lunchroom.

Program Funding

The only direct cost of the ISS program is the salary and benefits of the ISS coordinator. Beyond this, and the cost of the separate telephone extension, there are no other significant direct costs associated with the program. It is estimated that the program operates on a budget of less than $25,000 per year. There is no separate line item in the district budget for the In-School Suspension program. The coordinator's salary is carried as a central office staff support position.

IV. REFERRAL TO THE IN-SCHOOL SUSPENSION PROGRAM

Reasons for Placement

The In-School Suspension program is now used in District D as a substitute for out-of-school suspension in virtually all instances. The only exception might be if a student presented a clear physical danger to either himself/herself or to the general student population at large. As was discussed earlier in this case study, the amount of information on ISS provided to students at the senior high school and the two junior high schools varies. In a 1976 paper describing the program, however, there was a clear and complete enumeration of the offenses that result in assignment to ISS. The first major category is drug abuse. Under that main heading are included use of tobacco, alcohol and other illegal drugs. It is interesting to note that smoking by under-aged students is against the law in the state where District D is located. If the statute were legally interpreted, smoking by a minor could be an offense leading to arrest.

In the case of alcohol abuse, the policy requires that on second and succeeding offenses, in-school suspension may be combined with out-of-school suspension. Student participation in the county alcohol education program may also be required.

Offenses involving illegal drugs require a conference by the student and his parents with school personnel, law enforcement agencies, social service and community agencies, and/or medical agencies upon release from the ISS program. Second offenses can result in a recommendation to the school board for expulsion of the student from school. District D is unique among districts visited in its response to substance abuse, and particularly drug abuse related offenses. In other districts, even in the presence of a highly adequate in-school alternative to suspension, drug offenses and, in many instances, alcohol offenses often result in automatic suspension from school.

After drug abuse, the second major category of offenses fall under the general heading of discipline problems. These may include fighting, vandalism, repeated misconduct, and/or gross non-compliance with the regular school and/or classroom obligations. A problem that was shown to be increasing dramatically, but which is not specifically discussed in the 1976 descriptive paper is truancy. Assignment to In-School Suspension is considered the most appropriate sanction. Tardiness results in after school detention which appears to be quite effective in District D. Students who incur a large number of detentions or who willfully miss detentions can be assigned to In-School Suspension.

Referral Process

The original proposal for the In-School Suspension program stated that on the day a student is suspended by an assistant principal, he will be sent home until a satisfactory parental conference has been held.
The current procedure still involves the assistant principal who is the official delegated to meet out suspensions. However, the student is not sent home. Rather, the student is immediately sent to or brought to the ISS center. Upon admission to the center, notification goes to the student's classroom teachers who are requested to provide assigned course work for the duration of the student's suspension. The student receives full credit for all course work completed.

In addition to school work, the student is given specific assignments by the ISS coordinator. Often these assignments are directly related to the offense. For example, a student who has been suspended to the ISS center for smoking will be asked to write an essay describing why smoking is hazardous to one's health; students who have been suspended for fighting will be asked to write brief essays describing the incident which occured and how it might have been handled differently. In addition to required writing assignments the students are also required to read and review certain materials either in writing or orally with the ISS coordinator. For example, students who are sent to the ISS for smoking are required to read the book How to Stop Smoking and discuss it with the coordinator.

There are written standards governing student work. Neatness is stressed, and it is not unusual for the coordinator to return work to a student for redoing if the work does not measure up to these standards. A student must complete all ISS assignments and required classwork before reentry into the regular school program. The ISS coordinator can, at his own discretion, add days of ISS assignment if work is not completed. Discretionary assignment days are limited to five after which there must be consultation with the assistant principal before additional time in ISS can be assigned.

At the time a student is assigned to the in-school suspension program, the parents are personally notified as soon as is practicable, usually on the day of the actual suspension. In addition, state law requires written notice to parents of the grounds for suspension including a brief statement of facts, a description of testimony against the student, if any, a readmission plan, and copies of appropriate sections of the state statute for the parents' information. In District D this requirement is satisfied by a notice of suspension form that is sent to parents by regular mail on the day the action occurs.

A conference between the ISS coordinator and/or assistant principal and the parents may be required prior to the student's readmission to the regular program. The assistant principal determines if a conference is necessary. The frequency of smoking offenses precludes burdening parents with a conference unless there is a severe problem. Alcohol and/or substance abuse offenses, almost always require some parent consultation prior to student readmission.

When a student is referred to ISS, the coordinator may request academic and behavioral information from the counselor. Upon entry into the program, the students are requested to complete two questionnaires. The first questionnaire provides background information on the student and his family. The second is a smoking questionnaire. The information from the questionnaires provides the ISS coordinator a way of better understanding a student.

Length of Placement

Offenses coming under the general heading of drug abuse have relatively fixed consequences. For example, the first offense for smoking is a minimum two day assignment to the ISS. Subsequent offenses merit a minimum of four days. Alcohol abuse results in a minimum of five days in ISS for the first offense. Subsequent offenses are punished by assignments of equal length and, in some extreme offenses, could result in an indeterminate assignment. Drug related offenses have equal consequences; that is, five days for the first offense and a case by case consideration of the second offense with the possibility in extreme cases of recommendation for student expulsion from school.

Offenses falling under the general heading of discipline problems are left to the discretion of the assistant principal as to length of stay. As in any district, each assistant principal has his/her own set of biases relative to those offenses that merit more serious punishment.

As has already been stated, the In-School Suspension coordinator can, at his discretion, add additional days to the assignment in the event of noncompletion of student work or misbehavior in the ISS room.

Rules Governing ISS Room

The following rules are posted in the ISS room and are given to each student upon entry into the program.

1. Absolutely no talking. Speak when spoken to, or when permission is given.
2. Sleeping is not tolerated.
3. Permission to get a drink of water or go to the restroom will be at the discretion of the instructor.
4. No chewing or eating of gum, candy, or edible or non-edible substance.
5. No leaving of assigned seats without permission of instructor.
6. Assignments for the suspension period will be completed by the end of the suspension period.
7. Assignments will be completed in a neat manner and precisely to the instructor's specifications.
8. There will be no reading of private materials without permission of the instructor.
9. Tardiness of any sort will not be tolerated.
10. Absolutely no writing on the blackboard, marking of any school equipment, or disturbing of bulletin boards.
11. Writing materials, such as paper, pens, and pencils are to be furnished by the student.
12. Lunch will be eaten at 10:30 to 11:00; the student or students will be escorted to and from the cafeteria by the instructor. While at the cafeteria the students will not leave unescorted. He or she will wait till the instructor gives permission or escorts student back to the room. (This rule has been slightly modified and in some instances brown bag lunches are eaten in the ISS room.)
13. Students are dismissed by the instructor at a time designated by him.

14. Students placed in the ISS room are excluded from all extracurricular activities, i.e. pep feasts, assemblies, etc. until suspension period has elapsed.

15. Violation of any of these rules could result in an extension of the suspension.

Daily Schedule of In-School Suspension Coordinator

The following is an outline of the normal daily routine of the ISS coordinator. Although it varies upon class size, conduct, and general class attitude, it does represent an average day.

- 7:55 a.m.: Class Starts
- 8:05 - 9:00 a.m.: Attendance and distribution of class work. During this time, the ISS coordinator contacts both the junior and senior high schools' attendance officers to give them the attendance in the ISS room. He also might call some individual homes in those instances where students are having difficulty in getting to school on time or need a little encouragement to attend. This is a time that is also reserved for distribution of classroom teachers' assignments and for collection and correction of student assignments from the previous day.
- 9:00 - 10:20 a.m.: Individualized student time. This time is devoted to counseling, tutoring, and periodic group discussions by the ISS coordinator.
- 10:20 - 11:00 a.m.: Lunchtime. During this time the ISS coordinator accompanies students to the lunchroom, collects money, and orders, prepares, and serves lunches to students.
- 11:00 a.m. - 2:25 p.m.: Individualized student time. This time is used for studying and for counseling, tutoring, and discussions with individual students. This is also a time when additional students are admitted on a selective basis to the ISS for "early bird" detention, misbehavior in the lunchroom, or misbehavior in a particular class.
- 2:25 p.m.: Dismissal. The coordinator, on his own authority, may hold students after class for a nonproductive school day, misconduct, or for additional counseling or tutoring.

Pupil Characteristics

Data on students at the school visited in District D were collected through interviews and a review of records of two types of students.

- Those assigned to In-School Suspension at least once during the 1978-79 school year ($N \leq 50$).
- Students neither assigned to In-School Suspension nor suspended during 1978-79 ($N \leq 25$).

Since no students were suspended in this school, this sample group was eliminated.

Generalizations drawn from the data recorded and reported in the following tables and discussion are dependent upon the degree to which the sampling was properly performed by the District staff member gathering the data.

Other missing data from this site pertained to conduct marks, homogeneous grouping and grade level retention. Ninety-three percent of the students sampled were enrolled at the beginning of the 1978-79 school year, thus a high student transfer rate was not a factor affecting the data.

Findings from the two student sample groups on three variables are reported in tables. The variables reported are:

- Grade Level
- Sex
- Grade Point Average

Race was eliminated as a variable at this site. The total student population is over 98 percent nonminority and all records sampled were nonminority students.

TABLE 2

GRADE LEVEL BY SAMPLE GROUP

	GRADE IN 1978-79						
	7	8	9	10	11	12	Total
Students Assigned to In-School Suspension	2	10	14	5	10	9	50
Students Neither Suspended nor Assigned to In-School Suspension	7	4	2	5	3	4	25

Table 2 shows the grade level distribution for those students included in the two sample groups. Students in ninth grade were somewhat more likely to be assigned to In-School Suspension than students in all other grade levels.

TABLE 3

SEX BY SAMPLE GROUP

	Male	Female	Total
Students Assigned to In-School Suspension	30	19	49
Students Neither Suspended nor Assigned to In-School Suspension	16	9	25

Table 3 indicates a higher likelihood, at least during the study year, of a male student being assigned to ISS.

TABLE 4

SAMPLE GROUP BY GRADES

	Students Assigned to In-School Suspension	Students Neither Suspended nor Assigned to In-School Suspension
0-1.0	99	3
1.0-2.0	68	52
2.0-3.0	21	39
3.0-4.0	0	6
Total	188	100

There were four marking periods during the school year at the junior and senior high schools. Assuming that all students remained in school all year, data should have shown student X grade matrices of 200 and 100 cells (50 students X 4 marking periods and 25 student X 4) respectively for the two student groups. The cell value given in Table 4 represent the actual number of cells in which data were found. Grades were collapsed into four categories with a zero representing the lowest possible grade and a 4.0 representing the highest possible grade.

The contrast in academic abilities between the groups is apparent from Table 4. There is no homogeneous grouping of students in this school, thus all grades should be a reflection of uniform standards.

TABLE 5

CHI-SQUARE VALUES FOR HIGH SCHOOL SITE

Table	^{2}	df	λy	λx	$T y$	$T x$
Grade Level by Sample Group	35.007	5	—	—	.0348	.1750
Sex by Sample Group	.086	1	—	—	.0004	.0004
Sample Group by Grades	67.203	3	—	—	.1482	.3377

The chi-square (X^2) test for independent samples was used to analyze by sample group for grade level, sex and grade point average. Alpha (α) was set at .05 for rejection of the null hypotheses of independent measures. All of the reported X^2 values in Table 5 are significant at the .05 level providing evidence of independence between samples and a dependent relationship between the two variables. To obtain a more meaningful statistic on the strength of association between the samples, asymmetric lambdas (λ) and taus (T) were computed. Both are proportional-reduction in error (PRE) measures which indicate the reduction in error in predicting one variable from the other. Values of λ and T range from 0 to 1 with 0 indicating total independence and 1 implying total dependence of two variables in a contingency table. A a general rule, the greater the variation in both the dependent and independent variable, the greater the numerical value of association. Tau is used when there is wide variation within the contingency table because it is less sensitive to this variation.

As can be seen from Table 5, two of the three preceding tables show dependence between the two tabled variables with the greatest magnitude of dependence in Sample Group by Grades. Knowledge of student group membership (i.e. assigned to In-School Suspension, neither assigned nor suspended) results in a 14 percent reduction in error in predicting grade averages. Conversely, knowledge of student grade averages results in a 33 percent reduction in predictive error for group membership.

Student attendance did vary between the two sample groups of students. The range of absenteeism was from 0-63 days with a mean of 4.907 days in the group of students assigned to In-School Suspension, while for those students neither assigned nor suspended the range was 0-12 days with a mean of 2.240 days. Tardiness patterns varied only slightly between the two groups. For assigned students, the range of tardies was from 0-24 times with a mean of 2.865 times, while for students neither suspended nor assigned the range was 0-90 times, with a mean of 2.260 times.

An analysis of the reasons for assignment to In-School Suspension indicates that 15 percent of the sample group were assigned for truancy and tardiness, 13 percent for smoking and 11 percent for classroom misbehavior problems (e.g., talking out of turn, cursing, cheating, etc). The repeated assignment rate shows that 20 percent of the sample group had been assigned to In-School Suspension two times, five percent had been assigned three times and four percent had been assigned more than three times.

Descriptive survey responses from parents, teachers and students indicate that smoking cigarettes is the only problem perceived by all three groups as a serious discipline problem at this school. Teachers rank misbehaivor in class and disrespect for others as the most serious problems, parents feel that drinking and drugs are the most serious and students perceive violence and vandalism as serious problems in discipline. However, looking back to Table 1, the actual count of infractions shows truancy as the most pressing problem by number of offenses.

Evidence of due process procedures was available in nearly all of the records of assigned students. Multiple types of evidence were included in most of the records. Ninety-six percent of the records contained evidence of telephone contact with parent(s), 98 percent contained some kind of written record, but not necessarily a verbatim transcript showing the final decision and the reason upon which the decision was based and 76 percent contained evidence of an oral hearing. Data on personal contacts with parents indicated that 82 percent of the parents of assigned students had been contacted by letter, 94 percent had been contacted by telephone and 57 percent had been interviewed. Records of students neither suspended nor assigned show that 80 percent of this group had a parental contact by telephone while only one/third of the parents had been contacted by letter or interviewed.

An analysis of responses to a multiple adjective checklist used to describe an average or assigned student and gathered from teacher and student descriptive surveys indicate complete agreement of teachers and students on "able" as an identifier for average students in this schoool. Both groups also agreed that assigned students were best characterized by the terms "disruptive, lazy and rebellious."

Other sites in this district that had adopted the In-School Suspension program were also observed. No student records were reviewed at these sites, but perceptions of parents, teaches and students were gathered through descriptive surveys. Parents and students in these two junior high schools tended to perceive drinking, drugs and smoking as serious discipline problems while teachers were more likely to cite misbehavior in class and disrespect for others as the most serious discipline problems. The same pattern was also noted in other districts that had adopted the In-School Suspension program.

Teachers at the other adopting sites in District D characterized assigned students and students neither suspended nor assigned in opposite ways using the multiple adjective checklists. Student perceptions of characteristics of their peers are less clearly defined. Both assigned students and students neither suspended nor assigned are viewed as "loud" and "aggressive." The same pattern of teacher and student perceptions was evident in one of the two other districts that had adopted In-School Suspension. Students in the other district did view the two sample student groups in opposite ways while the teacher data on perceptions were incomplete.

V. DISTRICT E

District E began its In-School Suspension Program in the Fall of 1979. Therefore, at the time of the site visit (May 1980) the program had been in operation for less than one year.

District E is somewhat larger, both in terms of pupil population and geographic spread, than District D. The ISS room, while housed in one of the two senior high schools, serves a total of five buildings—the site, one other senior high and three junior highs.

Adoption of the ISS Concept

During the two or three years preceeding the implementation of the ISS program in District E, there was a growing concern being expressed by teachers about skipping class and a general deterioration in school discipline. However, at that time the district policy of loss of credit for a given subject after three unauthorized absences in a given semester was felt to be an adequate deterrent. Some initial discussions about ISS occurred between staff of District D and District E at a workshop.

The catalyst for movement, however, appears to have been increasing parental concern expressed to Board of Education members relative to smoking, drug use, and general discipline at the secondary schools in the District. On July 26, 1979 a proposal was made to the Board for the establishment of an in-school suspension room. The recommendation was approved. Submission had been preceeded by spring and summer planning sessions by building principals and assistant principals. Guidance was provided by District D as requested, but the ISS coordinator from District D was not involved in any formal consulting capacity in this planning process.

The main reason the ISS proposal appealed to the Board and administration was that is provided a visible and socially unpleasant consequence for inappropriate student behavior. Out-of-school suspension had been used with some frequency prior to ISS but, as in other districts visited, it had little deterrent effect,and was often academically harmful to the suspended student. However, it should be pointed out that the state in which Districts D, E and F are located has highly restrictive regulations governing suspension of students out-of-school. Even prior to ISS, most suspensions out-of-school were for one or two days at most. Out-of-school suspension is still occasionally used, particularly in incidents where the student presents a physical threat to himself or another. However, even in these instances--and they are usually less than 10 per year at any one building--the suspension is usually for only one day.

Following Board approval, final procedures for the ISS were established by District administrators. The coordinator's position was advertised, with a subcommittee of administrators conducting the candidate interviews. The committee was seeking a coordinator who:

- was not easily intimidated;
- was able to maintain discipline and control, but also was able to use discretion with problem students; and
- was sensitive to the needs of students.

The individual finally hired was a graduate of the high school. He grew up in the community, had been a substitute teacher in the District's high schools, and had served as an assistant hockey coach at one of the high schools. The fact that he was a rather large man also appeared to influence the committee's decision.

The area in which Districts D and E are located is experiencing general declining enrollment. To avoid complications with seniority in the event of a future staff reduction, the ISS coordinator's position was not placed on the teachers' schedule. Rather it was established as a supervisory position reporting to the District Assistant Superintendent.

Discipline in District E

District E spells out expectations for student behavior quite clearly in its Policies and Procedures Manual. Each grade level is given a separate orientation to school rules at the beginning of each school year.

There are five assistant principals between the two senior high schools and one assistant principal assigned to each junior high. They are primarily responsible for the administration of discipline. In at least one of the senior highs, the same assistant principal is assigned to a given group of students during their entire three year stay.

Students at the high school where the ISS is located have a significant amount of freedom during non-class time. In a free period, students may go to the library, the student square--a small outside area, the designated smoking area, the student commons--a closely supervised area where they can buy snacks and play board games, or study hall. Students are not, however, allowed in the halls between periods.

Table 6 below shows the ISS assignment statistics for the period September through May 6, 1980. The numbers in parentheses represent repeat offenders.

TABLE 6

DISTRICT E
I.S.S. STATISTICS

	HIGH SCHOOL #1	HIGH SCHOOL #2	JUNIOR HIGH #1	JUNIOR HIGH #2	JUNIOR HIGH #3	TOTAL
Non-smoking area	26 (9)	29 (11)	*	*	*	55 (20)
Insubordination	39 (10)	3 (2)	3	2	2	48 (12)
Alcohol	19 (10)	8 (1)	7 (1)	0	0	34 (12)
Smoking marijuana	7 (2)	12	1	1	5 (3)	26 (5)
Poss. Marijuana	7 (4)	18 (2)	0	1	0	26 (6)
Truancy/Tardiness	12 (5)	0	6 (1)	3	2	23 (5)
Smoking cigarettes	*	*	9 (4)	8 (2)	2 (1)	19 (7)
Fighting	15 (2)	0	1	3	1	20 (2)
Vandalism	4	5 (1)	0	0	0	9 (1)
Poss. Cigarettes	*	*	1	6 (4)	1	8 (4)
Unauthorized area	0	7	0	0	0	7
Leaving school grounds	3 (1)	2	0	0	0	5 (1)
Food Fight	3	1	0	0	0	4
Poss. cig. lighter	*	*	0	0	3 (1)	3 (1)
Stealing	0	0	0	1	1	2
Improper use fire ext.	1 (1)	1	0	0	0	2 (1)
Tampering smoke detectors	0	2	0	0	0	2
Smoke bomb	0	0	1	0	0	1
Inappropriate behavior	1	0	0	0	0	1
Poss. hash	1	0	0	0	0	1
Smoking hash	1	0	0	0	0	1
Poss. unknown drug	0	1	0	0	0	1
Poss. Alcohol	0	0	1	0	0	1
Lighting matches in class	0	1	0	0	0	1
Exploding powder cap	0	1	0	0	0	1
Lighting lighter	0	1	0	0	0	1
TOTALS	139 (44)	92 (17)	30 (6)	25 (6)	17 (4)	303 (77)

Of the 303 students assigned to the ISS, roughly 75 percent were male and 25 percent female. The average number of students in the ISS on any given day was six.

Interestingly, the school sending the most students to the ISS was not the one in which the program was housed. This was not the case in other districts having programs serving more than one building. It was observed by one interviewee that this school tended to send students to ISS for relatively trivial reasons (e.g., insubordination when the student has no prior record of trouble). One stated objective of the ISS coordinator was to work with the assistant principals in these buildings and reduce the incidence of such referrals.

A major difference between the ISS site in District D and the host school in District E is the use of hall monitors in the latter. Four full-time monitors--two male and two female--patrol the halls and supervise the commons. This is a preventive measure, with monitors concentrating on areas where trouble is most likely to occur. These areas include the lunchroom and designated smoking area. Still, the Hall Monitors account for the largest number of ISS referrals.

Data Sources for the Study

Unlike District D, no student record data were collected. However short attitudinal questionnaires were administered to a random sample of parents, teachers and students. Further, interviews were conducted with administrators, and students assigned--either in the past or at present to the ISS room.

Program Staffing

Like District D the program is primarily staffed by a single coordinator. The position is assigned to the supervisory poo[illegible]d thus escapes any involvement in potential reduction in force (RIF) situations. There appears to be a better defined support system in place in District E than that found in District D. Since it is necessary for the coordinator to ride the bus in the morning and afternoon to pick up and return students from other secondary level buildings assigned to the ISS, the head hall monitor is made available to oversee the ISS room during the coordinator's absence.

In the event of the coordinator's absence for an entire day, the following procedure has been instituted:

- If the number of people assigned to the ISS on that day is two or less per building, Principals will supervise their own students in their own building.

- If any school has more than three people in ISS on that day, each assistant principal covers approximately one hour of ISS room duty.

District Level Support

The program cost, which is primarily in the form of the coordinator's salary, but also includes fringe benefits and the indirect costs of the one classroom is comparable to that in District D. Additional costs unique to District E are for the extra bus run to pick up and return ISS students from outlying schools. It might also be argued that some of the hall monitor costs might be charged against ISS since hall monitors provide support to the ISS coordinator.

Physical Space

The physical set-up in District E is quite similar to the District D ISS room. A single classroom is used. It is located at the end of a hall on the second floor of the building. One factor which influenced the location is proximity to restrooms. During the two scheduled restroom breaks, female students are escorted by one of the hall monitors; male students are monitored by the coordinator. Thus,tight control and limited mobility increase the social isolation inherent in the program.

One drawback to the District E ISS room configuration is the use of two student tables as opposed to single desks. When the room is crowded, the set-up tends to facilitate student conversation.

Program Funding

Like District D, all costs of the ISS program are carried by the District.

Reasons for ISS Placement

Offenses which result in assignment to ISS are:

- Use of tobacco: three days for first offense; second and succeeding offenses, five days.
- Alcohol: three days for first offense; second and succeeding offenses; five days.
- Drugs: same as above. After ISS, student is also assigned to a support group for up to six sessions.
- Any other discipline problems involving repeated misconduct or gross noncompliance with regular in-school or classroom obligation can result in a three to five day assignment at the discretion of an assistant principal.

The ISS coordinator can levy an additional five days of assignment—in one day increments--for misbehavior or poor work habits while the student is assigned to the ISS.

Referral Process

Across all districts visited, with one exception, students are assigned to in-school suspension by an administrator. District E conforms in this respect.

Further, like District D there is a form for notifying parents, teachers and the ISS coordinator of the assignment. Teachers are expected to provide work for the student while assigned to the ISS as stated in the ISS Room Operating Procedures:

> The assignments are to be directly related to the individual study in progress in the regular classroom during the student's suspension.

The student receives credit for all work done while in the ISS. At first the researchers had some concern in both Districts D and E relative to school work being possibly perceived and used as punishment while the student was assigned to the ISS. However, contrary to our expectations, many past and present ISS students felt the assignments provided an opportunity for them the "catch-up or get ahead of the class."

District E has modeled most of its intake, process and exit procedures on District D's material--in most cases (e.g., rules and regulations) adopting them verbatim. Even though the experience is short, the District D concepts appear to be well accepted in District E.

One accommodation that has been made in the ISS schedule is for the senior high student on a "school authorized work study program." According to the operating procedures; such a student

> "...may be excused in the afternoon to go to work upon verification from the work study coordinator that the individual is normally scheduled to work at that time; and if the coordinator, parent, or employer come to the ISS room to transport the student to work."

Rules Governing the ISS Room

The basic rules governing a student while assigned to the ISS room in District E were adopted almost verbatim from District D. They have already been enumerated in the description of District D.

Daily Schedule of the ISS Coordinator

The ISS coordinator in District E has much the same schedule as his counterpart in District D. The two exceptions are his bus duty in the morning and afternoon and a free lunch period from noon to 12:30 p.m. In both instances, the ISS room is covered by a hall monitor.

VI. DISTRICT F

District F is a large, primarily rural district located roughly an hour from a large city. There were approximately 7500 students at the time of the site visit (May 1980). The area is in a growth posture. At 266 square miles, the district is one of the five largest in the state, with over 95 percent of the student body bused to school.

Unlike Districts D and E, the boundaries of District F are across nine different communities. Thus, there is a lack of community identity in the school.

The single senior high school which serves the district, and wherein the In-School Restriction Program is housed; was built in 1973 and has experienced a rather steady turnover in administrators from 1975 through 1980. Interestingly, one former assistant principal at District F was employed in District D at the time of our visit. Further, the current high school principal of District F was brought in at the beginning of the 1979 school year from District D--which has a reputation as a well disciplined district--to turn around a steadily deteriorating student behavior. This principal is the individual who adopted the In-School Referral program from the ISS program of District D.

Discipline Practices

The discipline tightening program in District F begun by the new high school principal has a number of thrusts. One is the ISR program. Others include codification of school rules and regulations. The student code of conduct has taken two years to develop and was first implemented during the 1978-79 school year. The code was revised and re-adopted in July of 1979. It is a comprehensive listing of actions that carry certain sanctions. In most cases the maximum action is suspension, expulsion or exclusion from school. There are, however, a range of reactions available to the district and identified in the code. These procedures are invoked depending on the nature of the offense, its frequency, and the degree to which the student is willing to try to correct undesirable behavior.

The ISR is not mentioned by name in this code of conduct, which is now given to all students at the beginning of each year. However, supplementary material provided to each student, establishes the following ISR related sanctions:

- Tobacco (means both possession and use in school)
    - first offense: two days in ISR
    - second and succeeding offenses: four days in ISR
- Alcohol and Other Illegal Drugs
    - first offense: five days in ISR following a conference involving Assistant Principal, Chemical Dependency Counselor, Parents, Student, and any other appropriate persons.

  - second and succeeding offenses: a combination of ISR and out-of-school suspension, duration to be determined by the Assistant Principal; or possible recommendation to school board for exclusion from school; and/or other appropriate measures.

- Other Offenses Punishable by ISR (with duration of assignment to be determined by the Assistant Principal)

  - severe discipline problems;
  - disrespect and insubordination to staff;
  - repeated truancies, full days or class cutting;
  - fighting; or
  - vandalism and theft.

Other discipline related initiatives undertaken by the new principal include cancellation of open lunch where students were allowed off the grounds, and strengthening of attendance reporting procedures.

In-School Referral Room

On the whole, the procedures used in the In-School Referral (ISR) room are quite similar to those found in District D and also described for District E. Also comparable are funding for the program, referral practices and physical space.

The ISR room is staffed with one male teacher. Like District E, he is a resident who graduated from the high school and after returning from college, had done some teaching in the building before being chosen for his current position. The coordinator is a young man who was selected, in part, with the idea that he might be able to develop some rapport with students assigned to ISR. However, this intent does not diminish the fact that the program is designed--as are those in Districts D and E--to be socially punitive; that is, to isolate the student from his/her peers. Firmness and consistency were, therefore, two other important attributes sought in the ISR coordinator.

While sharing many commonalities with the District D program, there are also some interesting contrasts between the ISR and the other two programs described in this case study.

- The ISR serves only the 1500 student senior high. There is general discussion, but no concrete plan to extend the program into the two junior highs. If this is eventually done, it will probably result in individual programs in one or both of the junior highs given the area covered by the district.

- Out-of-school suspension is still used in the district. From December 1979 through April 1980 there were forty six incidents resulting in suspension out-of-school. However, in most cases the suspensions do not run their full five day course. Most students are readmitted after a conference between an administrator and their parents. Often this readmission occurs through the ISR. On the whole, ISR has resulted in roughly a 50 percent reduction in out-of-school suspensions from the previous year (1978-79). The stated goal of the program is to completely eliminate out-of-school suspension.

- The name change from "In-School Suspension" to "In-School Restriction" was a conscious effort to remove the program from coverage under the due process requirements and duration of assignment constraints of the state regulations on student suspension. Thus, we were told by one administrator that no letter or notice goes home to parents when a student is assigned to the ISR. The guidelines governing ISR contain the following procedure:

> On the day that the student is restricted by an Assistant Principal, he/she will either be sent home or to the In-School Restriction room with a parental conference to follow. In all cases, the parents will be contacted and requested to come in for a conference.

It does appear that, in practice, building staff are making at least one attempt to contact parents by phone when an ISR referral is initially made.

Relative to duration of assignment, it does not appear that students spend, on the average, any more time assigned to ISR than they would if suspended out-of-school. Some students have, however, spent several consecutive weeks on ISR. While the ISR coordinator is not limited in the number of days he can add to a student's assignment, the experience during the first year suggests that the maximum extension is one or two days.

Like both Districts D and E, the students are assigned regular classwork by their teachers during their stay in the ISR. Full credit is received for all work completed. As has already been mentioned, there are also other assignments given to the ISR student. These assignments, selected by the student and made part of a performance contract, usually relate to the specific offense for which the student has been assigned to ISR.

What differs in District F is that emphasis appears to be given in some instances on ISR assignments over regular classroom work. Further, additional writing can be assigned as punishment for certain offenses while in ISR. For example, one of the rules governing the program states that:

> Tardiness of any sort will not be tolerated
> - 1st offense - 500 words additional.
> - 2nd offense - 1,500 words additional.
> - 3rd offense - 2,000 words, forfeiture of next break, and possible extension of restriction period.

Some of the teachers and administrators we talked with expressed concern about such writing assignments being used as punishment.

In general the social isolation of the ISR program is—together with that of the District D and E programs—the primary disincentive to repeated misbehavior. However, in the case of District F this impact is diminished somewhat by the fact that students are allowed two unsupervised breaks during the school day. The restrictions on lunch and involvement in extracurricular activities while assigned to the ISR are, however, the same as in the other two districts.

Statistics

Table 7 shows the offenses by grade and sex which have occurred from the start of the program up through the time of the site visit.

TABLE 7

ISR STATISTICS

OFFENSE	GRADE 10		GRADE 11		GRADE 12		TOTAL
	Male	Female	Male	Female	Male	Female	
Skipping	85	23	41	26	18	7	200
Smoking	34	16	21	8	19	8	106
Discipline	14	7	8	1	5	0	35
Fighting	14	0	0	0	1	0	15
Alcohol	1	0	1	0	2	0	4
TOTAL	148	46	71	33	45	15	358

Roughly 83 percent of students assigned to ISR did not repeat more than one time after the initial assignment. Of the remaining 17 percent, twenty-two students were assigned three times; twelve students four times; and two students five times.

If the ISR was not in existence, those students who committed a second offense would, in all likelihood, have been suspended out-of-school for a one to five day period.

VII. SUMMARY

In this case study we have briefly described an established In-School Suspension program and its adoption by two other districts. In two cases it was an initial concern with student smoking that prompted adoption of the ISS concept. Currently, the a major problem in all three districts has become class skipping and truancy—an offense for which out-of-school suspension is most inappropriate.

All three programs are staffed by males who have strong local ties and who, in two instances, are graduates of the high schools where they are now working. While the styles of all three are quite different, the intent of the program—to socially isolate offending students from their peers—is quite consistently applied.

In addition to being a good deterrent to repeated misbehavior, all of the programs provide an opportunity for students to keep current, and perhaps even get ahead on their academic work. However, there were concerns expressed in all districts, but particularly in District F, that the writing assignments tied to the ISS/ISR assignment might be inappropriate when used primarily as punishment.

The primary cost of the program is the salary of the ISS/ISR coordinator. Two of the three districts are experiencing declining enrollment. Thus, there is little problem making a classroom available for the In-School Suspension room. District E has the added expense of transporting students from four outlying secondary schools to the ISR site.

In two of the three districts—D and E—the program is treated as a suspension, and student due process procedures and parental notice are provided. While not classed as a suspension in District F, adequate parental notice appears to be given.

The quality of disciplinary records varied across the three districts. In most cases, a student record card is kept either formally or informally (by the assistant principal) in the office. Varying statistics are maintained by each coordinator based on individual needs. None of the programs has either had or plans any type of evaluation. However, the basic criterion of reduced out-of-school suspension is easily observable and is usually the primary indicator of program adequacy.